

УТВЕРЖДАЮ:

Директор ЧОУ ДО «Школа-студия
по изучению английского языка _____ Р.В. Макарова
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Школа - студия английского языка "Perfect School"

МОДУЛЬ 3

Рабочая программа

«Подготовка к ЕГЭ»

Нормативное количество академических часов необходимое

для освоения модуля: 100 академических часов

Включает в себя следующие программные блоки (подмодули):

1. Подготовка к ЕГЭ (12-17 лет)

Пояснительная записка к рабочей программе модуля «Подготовка к ЕГЭ»

Рабочая программа модуля «Подготовка к ЕГЭ» основной целью ставит развитие компетенций обучающегося, необходимых для сдачи ЕГЭ, ОГЭ, а также международных экзаменов FCE/CAE (уровень B2). Данная программа составлена на основе учебного пособия Macmillan Exam Skills for Russia (Издание третье) Malcolm Mann, Steve Taylore-Knowles, 2009.

Программа конкретизирует содержание предметных тем экзаменационных заданий ЕГЭ, международных экзаменов FCE, CAE и рекомендует последовательность изучения тем в соответствии с логикой учебного процесса, с учётом возрастных особенностей учащихся, предметных и межпредметных связей.

Информационно-методическая функция программы позволяет всем участникам учебно-воспитательного процесса получить информацию о целях, задачах, стратегиях подготовки к экзаменам FCE, CAE, ЕГЭ, ОГЭ.

Организационно-планирующая функция программы предполагает выделение этапов обучения, определение количественных и качественных характеристик учебного материала.

Контролирующая функция программы заключается в том, что программа, задавая требования к содержанию речи, коммуникативным умениям, к отбору языкового материала на этапе подготовки к экзаменам, может служить основой для сравнения полученных в ходе контроля результатов.

Ожидаемые результаты обучения английскому языку на данном курсе направлены на реализацию коммуникативного, личностно-ориентированного, деятельностного, когнитивного и социокультурного подходов в обучении

иностранному языку, освоение учащимися интеллектуальной и практической деятельности, *овладение навыками и умениями, которые необходимо показать при прохождении экзаменов, как межпредметными, так и предметными - языковыми и коммуникативными.*

Приоритетные цели и задачи курса:

-повторить и обобщить лексико-грамматический материал содержания обучения, соответствующий уровень **B2 (международной классификации CERF)**; -ознакомить учащихся с форматами экзаменов CAE, FCE, ЕГЭ, ОГЭ;

-развивать гибкость, способность ориентироваться в экзаменационных заданиях;

-ознакомление с основными заданиями всех языковых экзаменов (open cloze, multiple choice, an essay, a letter и т.д.);

-сформировать необходимые для прохождения языковых экзаменов навыки и умения;

-развивать необходимые компетенции: языковую, социокультурную, коммуникативную,

Речевую (дискурсивную), стратегическую (компенсаторную);

-развивать умение анализировать и объективно, в соответствии с требованиями каждого из обозначенных языковых экзаменов, оценивать свою работу и выполнение экзаменационных заданий.

По итогам прохождения данной программы учащиеся должны:

-обобщить и закрепить языковой лексико-грамматический, фонетический, синтаксический материал, соответствующий отбору содержания обучения на уровне B2;

- овладеть навыками выполнения экзаменационных заданий формата экзаменов CAE, FCE, ЕГЭ, ОГЭ;

- овладеть необходимыми для прохождения вышеобозначенных межпредметными и предметными компетенциями.

Полный курс рассчитан на 100 часов и состоит из пяти модулей:

1 модуль Чтение - 20 часов;

2 модуль Аудирование - 20 часов.

3 модуль Письмо - 20 часов;

4 модуль Грамматика - 20 часов.

5 модуль Говорение – 20 часов

Все занятия практико-ориентированы. Последовательность учебного материала позволяет учащимся повторить и практически закрепить необходимый материал к сдаче экзаменов CAE, FCE, ЕГЭ, ОГЭ.

Учебно-тематический план

№ п\п	Тема	Кол-во часов	Формы работы	Формы контроля
1.	Модуль 1. Чтение Ознакомление учащихся со структурами экзаменационных работ и типичных заданий в части «Чтение».	2	Групповая	

2.	Часть 1 раздел «Чтение». Чтение с пониманием общего содержания текста.	4	Практикум чтения с пониманием общего содержания текста (объявления, инструкции, отрывки из брошюр, писем и др.)	Exam Practice 1, 2 текущий контроль
3.	Часть 2 раздел «Чтение». Чтение текстов на соотнесение утверждений с информацией, данной в текстах	6	Практикум поискового чтения. Чтение текстов на соотнесение утверждений с информацией, данной в текстах. (Короткие тексты, отрывки из брошюр объединённые одной темой)	Exam Practice 1, 2 текущий контроль
4.	Часть 3 раздел «Чтение». Чтение с полным пониманием прочитанного.	6	Практикум чтения с полным пониманием прочитанного. Чтение отрывков из художественной литературы, газетные статьи, научно-популярный тексты.	Exam Practice 1, 2 текущий контроль
5.	Итоговый тест.	2	Обобщение всего пройденного материала в виде тестирования по формату одного из экзаменов.	Итоговый контроль.Выполнение пробного варианта ЕГЭ раздела «чтения» См. Приложение 1
6.	Модуль 2. Аудирование Структура экзаменационных работ и типовых заданий в части «Аудирование» Часть 1 раздел «Аудирование»	2	Практикум аудирования на понимание основных идей высказывания. Задания на выяснение верного или не верного утверждения.	Exam Practice 1 текущий контроль
7.	Часть 2 раздел «Аудирование»	6	Практикум аудирования с пониманием на слух специфической информации.	Exam Practice 2 текущий контроль

8.	Экзаменационные навыки. Поведение на экзамене, ловушки при аудировании в ЕГЭ, ОГЭ, тактика работы с отвлекающими маневрами во время прохождения части «Аудирование» в международных экзаменах FCE, CAE.	4	Тактики и стратегии на стадии ДО выполнения задания, ВО время прослушивания, ПОСЛЕ прослушивания.	Exam Practice 3
9.	Часть 3 раздел «Аудирование»	6	Задание на общее понимание текста на слух, которое состоит из нескольких коротких высказываний или диалогов. Ответить на вопрос по каждой ситуации, выбрав правильный вариант ответа.	Exam Practice 4 текущий контроль
10.	Итоговый тест.	2	Обобщение всего пройденного материала в виде тестирования ЕГЭ	Итоговый контроль. Выполнение пробного варианта ЕГЭ раздела «аудирования» См.Приложение 1
11.	Модуль 4. Письмо. Структуры экзаменационных работ и типовых заданий по письму. Часть 1 раздел «Письмо» Написание открытки по заданной теме.	8	Практикум написания открытки по заданной ситуации.	Exam Practice 1 текущий контроль
12.	Часть 2 раздел «Письмо» Написание личного письма по заданной теме.	8	Практикум написания письма личного характера по заданной теме.	Exam Practice 2 текущий контроль
13.	Итоговый тест.	4	В форме проведения ЕГЭ раздела «письмо»	Итоговый контроль. Выполнение пробного варианта ЕГЭ раздела «письмо» См. Приложение 1

	Всего:	60		
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1.	Модуль 3. Грамматика. Грамматика: Способы выражения настоящего времени.	2	Ознакомление или обобщение изученного материала (в зависимости от уровня знаний уч-ся)	
2.	Практикум.	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
3.	Грамматика: Способы выражения прошедшего времени.	2	Ознакомление или обобщение изученного материала (в зависимости от уровня знаний уч-ся)	
4.	Практикум	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
5.	Грамматика: Способы выражения будущего времени.	2	Ознакомление или обобщение изученного материала (в зависимости от уровня знаний уч-ся)	
6.	Практикум	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
7.	Грамматика: Условные предложения	1	Ознакомление с грамматическим материалом	
8.	Практикум	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
9.	Грамматика: Нереальное прошлое. Выражение желаний.	1	Ознакомление с грамматическим материалом	
10.	Практикум.	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
11.	Грамматика: Страдательный залог.	2	Ознакомление с грамматическим материалом	

12.	Практикум.	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
13.	Грамматика: Словообразование.	2	Ознакомление с грамматическим материалом	
14.	Практикум	1	Типы заданий: заполнение пропусков, множественный выбор.	Тестирование
15.	Итоговый тест.	1	Обобщение всего пройденного материала в виде тестирования ЕГЭ	Итоговый контроль. Выполнение пробного варианта ЕГЭ раздела «грамматика и лексика» См. Приложение 1
16.	Модуль 5. Говорение. Часть 1 раздел «Говорение» Развёрнутое монологическое высказывание по теме/ проблеме	5	Практикум монологического высказывания по заданной теме, используя описание, повествование, рассуждение.	Exam Practice 1 текущий контроль
17.	Часть 2 раздел «Говорение» Диалогическая речь. Диалог- расспрос	5	Диалог-расспрос с целью обмена фактической информацией.	Exam Practice 2 текущий контроль
18.	Часть 3 раздел «Говорение» Диалогическая речь. Диалог- побуждение к действию.	5	Диалог с целью обмена оценочной информацией.	Exam Practice 3 текущий контроль
19.	Зачёт по говорению.	3	Собеседование экзаменуемого с экзаменатором.	Итоговый контроль. Выполнение пробного варианта ЕГЭ раздела «говорение» См. приложение 1
20.	Выполнение пробного ЕГЭ.	2	Тестирование ЕГЭ	Итоговый контроль. Выполнение пробного варианта ЕГЭ.
	Всего:	40		

Литература:

1. **АНГЛИЙСКИЙ ЯЗЫК 2005** (учебно-тренировочные материалы для подготовки к ЕГЭ)

«Интеллект - Центр» 2005

2. Единый Государственный Экзамен **АНГЛИЙСКИЙ ЯЗЫК** (учебно-методическое пособие для подготовки экзаменаторов и экспертов ЕГЭ часть 2. раздел «ГОВОРЕНИЕ») Москва «Уникум -Центр» 2003

3. ЕГЭ по английскому языку демонстрационный вариант 2006. Журнал «Иностранные языки в школе» // № 3 , 2006 г. с. 14-25

4. Н. И. Кузеванова Л.В. Талзи “**Exam Drive**” Учебное пособие для подготовки к ЕГЭ Обнинск Титул 2003

5. Roy Norris, Amanda French, «Ready for CAE» Macmillan Education, 2008

Приложение 1. Материалы для промежуточного контроля.

№1

1. Задание 1 № 820

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

1. I eat little and rather irregularly.
2. I am trying to get used to everyday healthy activities.
3. I feel unable to stop myself from eating.
4. I am afraid of having the same health problems as my relatives do.
5. I am willing to return to a healthy lifestyle despite being tired.
6. I am sure that I exercise enough while carrying out my everyday duties.
7. I feel now like starting a healthy life again.

Говорящий	A	B	C	D	E	F
Утверждение						

2. Задание 2 № 2731

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

- A) Rock stars' income cannot be compared with income in any other professional category.
- B) Some rock stars admit that they earn more than they deserve.
- C) Being a good singer is more important than being lucky in show business.
- D) Star fans are not happy when a rock star appears too often on TV and in movies.
- E) Rock stars support charity programs in many different ways.
- F) Most rock stars end their life in poverty.
- G) The stage life of many rock stars is not long.

Запишите в ответ цифры, расположив их в порядке, соответствующем буквам:

A	B	C	D	E	F	G

3. Задание 3 № 983

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

I Sharon is invited to speak about how

- 1) her work influences her family life.
- 2) she feels about working all over the world.
- 3) she is bringing her children up.

4. Задание 4 № 984

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

How many children does Sharon have?

- 1) Two.
- 2) Four.
- 3) Three.

5. Задание 5 № 985

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

What does Sharon say about her husband's job of a computer scientist?

- 1) He had to leave it.
- 2) He manages to keep it.
- 3) He hopes to get it.

6. Задание 6 № 986

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

Sharon's husband's name is

- 1) Finnian.
- 2) Rowan.
- 3) Julian.

7. Задание 7 № 987

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

Sharon tries not to stay away from her family for more than five weeks because

- 1) she thinks it's her physical and emotional limit.
- 2) she promised this to her husband.
- 3) it's general practice of the Red Cross.

8. Задание 8 № 988

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

The first place in Sharon's heart is occupied by

- 1) aid work.
- 2) both her family and aid work.
- 3) her family.

9. Задание 9 № 989

Вы услышите репортаж дважды. Выберите правильный ответ 1, 2 или 3.

What according to Sharon helped her remain true to her calling?

- 1) Her husband's help.
- 2) Support of her children.
- 3) The nature of her job.

10. Задание 10 № 269

Установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Education: the Way to the Top
2. From Agony to Love
3. Teaching to Learn
4. Learning That Never Stops
5. Things Worth Learning
6. The Right Word Can Bring Changes
7. What My Father Taught Me
8. The Power of Numbers

A. Education has the power to transform a person's life. I am the living example of this. When I was on the streets, I thought I was not good at anything but I wrote a poem, and it got published. I went back to school to learn. I have learned the benefit of research and reading, of debate and listening. One day soon a group of fresh-faced college students will call me professor.

B. Language has the capacity to change the world and the way we live in it. People are often afraid to call things by their direct names, use taboos not to notice dangerous tendencies. Freedom begins with naming things. This has to happen in spite of political climates, careers being won or lost, and the fear of being criticized. After Helen Caldicott used the word 'nuclear arms race' an anti-nuclear movement appeared.

C. I never wanted to be a teacher. Yet years later, I find myself teaching high school English. I consider my job to be one of the most important aspects of my life, still I do not teach for the love of teaching. I am a teacher because I love to learn, and I have come to realize that the best way to learn is to teach.

D. One day my sister and I got one and the same homework. My sister finished the task in 2 minutes and went off to play. But I could not do it, so I went into my sister's room and quickly copied her work. But there was one small problem: my father caught me. He didn't punish me, but explained that cheating makes people feel helpless. And then I was left feeling guilty for cheating.

E. Lifelong learning does not mean spending all my time reading. It is equally important to get the habit of asking such questions as 'what don't I know about this topic, or subject?', 'what can I learn from this moment or person?', and 'what more do I need to learn?' regardless of where I am, who I am talking to, or what I am doing.

F. Math has always been something that I am good at. Mathematics attracts me because of its stability. It has logic; it is dependable and never changes. There might be some additions to the area of mathematics, but once mathematics is created, it is set in stone. We would not be able to check emails or play videogames without the computer solving complex algorithms.

G. When my high school English teacher asked us to read Shakespeare, I thought it was boring and too difficult. I agonized over the syntax — I had never read anything like this. But now I am a Shakespeare professor, and enjoy teaching Hamlet every semester. Each time I re-read the play, I find and learn something new for myself.

Текст	A	B	C	D	E	F	G
Заголовок							

11. Задание 11 № 86

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

If you eat very quickly, it may be enough to increase your risk of being overweight, research suggests.

Osaka University scientists looked at the eating habits of 3,000 people. Just about half of them told researchers that they **A** _____. Compared with those who did not eat quickly, fast-eating men were 84% more likely to be overweight, and women were 100% more likely to **B** _____.

Japanese scientists said that there were a number of reasons why eating fast **C** _____. They said it could prevent the work of a signalling system which tells your brain to stop eating because your stomach is full. They said: 'If you eat quickly you basically fill your stomach before the system has a chance to react, so you **D** _____.'

The researchers also explained that a mechanism that helps make us fat today, developed with evolution and helped people get more food in the periods when they were short of it. The scientists added that the habit of eating fast could be received from one's parents genes or **E** _____.

They said that, if possible, children should be taught to **F** _____, and allowed to stop when they felt full up at mealtimes. 'The advice of our grandmothers about chewing everything 20 times might be true — if you take a bit more time eating, it could have a positive influence on your weight.'

1. just overfill your stomach
2. could be bad for your weight
3. have a habit of eating quickly
4. linked to obesity
5. eat as slowly as possible
6. put on weight
7. learned at a very early age

Пропуск	A	B	C	D	E	F
Часть предложения						

12. Задание 12 № 2094

The fears of the users about the «millennium bug» were ...

- 1) overestimated.
- 2) suppressed.
- 3) unrealistic.
- 4) justified.

The Difference Engine: No more addresses

REMEMBER the panic over the "millennium bug", when computers everywhere were expected to go haywire on January 1st, 2000, thanks to the way a lot of old software used just two digits to represent the year instead of four? Doomsters predicted all sorts of errors in calculations involving dates when the clocks rolled over from 99 to

00. In the event, the millennium dawned without incident. That may have been because of the draconian preparations undertaken beforehand. Or perhaps, as many suspected, the problem was grossly exaggerated in the first place, as it often happens. Certainly, the computer industry made a packet out of all the panic-buying of new hardware and software in the months leading up to the new millennium. And who would blame them for this? Business is business.

Well, something similar is about to happen in the months ahead. This time, the issue concerns the exhaustion of Internet addresses — those four numbers ranging from 0 to 255 separated by dots that uniquely identify every device attached to the Internet. According to Hurricane Electric, an Internet backbone and services provider based in Fremont, California, the Internet will run out of bulk IP addresses sometime next week — given the rate addresses are currently being gobbled up.

The Internet Assigned Numbers Authority (IANA) will then have doled out all its so-called "slash-eight" blocks of addresses to the five regional Internet registries around the world. In turn, the registries are expected to have allocated all their remaining addresses to local network operators by October at the latest. After that, any organization applying for new addresses will be told, "Sorry, none left".

The issue is real and has been a long time in the making. The Economist first warned about it ten years ago. The problem concerns the address space of the existing version of the Internet protocol (IPv4), which is only 32 bits wide. The total number of binary addresses possible with such an arrangement is 4.3 billion. Back in the 1980s, when the Internet connected just a couple of dozen research institutes in America, that seemed like a huge number. Besides, the Internet was thought at the time to be just a temporary network anyway.

But with the invention of the Web in 1990 came an explosion in popular demand. It was soon clear that it was only a matter of time before the Internet would exhaust its supply of addresses. Work on a replacement for IPv4 began in the early 1990s, with IPv6 finally being made available around 1998. By giving the new internet version an address space of 128 bits, the designers pretty well guaranteed that it would not run out of unique identifiers for decades, or even centuries, to come.

Two raised to the 128th power is an astronomical number. That will come in handy when the "Internet of things" becomes a reality. Already, some two billion people have access to the Internet. Add all the televisions, phones, cars and household appliances that are currently being given Internet access — plus, eventually, every book, pill case and item of inventory as well — and a world or two of addresses could easily be accounted for. And yet, the solution of any problem begins with its verbalization. We are forewarned and it means — forearmed.

13. Задание 13 № 2095

Which of the following was NOT the reason why the «millennium bug» didn't work?

- 1) The problem never existed.
- 2) The new hardware had been installed.
- 3) The manufacturers had improved software.
- 4) The users took necessary precautions.

14. Задание 14 № 2096

The number of available IP addresses is limited by ...

- 1) the number of computers connected to the Internet.
- 2) the number of organizations applying.
- 3) address space of the Internet protocol.
- 4) the Internet protocol version.

15. Задание 15 № 2097

The solution of the problem with the lack of IP addresses is to ...

- 1) add a temporary network.
- 2) speed up research.
- 3) improve the current Internet protocol.
- 4) restrict the number of users.

16. Задание 16 № 2098

The existing version of the protocol was believed appropriate because ...

- 1) the addresses were not permanent.
- 2) another network was being developed.
- 3) the net was not popular.
- 4) no one expected the demand to grow.

17. Задание 17 № 2099

The phrase «Internet of things» refers to ...

- 1) personal computers of the users.
- 2) things ordered through the Internet.
- 3) a new network replacing the current Internet.
- 4) appliances with access to the Web.

18. Задание 18 № 2100

Speaking of the future of the world-wide web, the author appears to be

- 1) overexcited.
- 2) hopeful.
- 3) pessimistic.
- 4) doubtful.

19. Задание 19 № 2602

*Преобразуйте, если это необходимо, слово **RISE** так, чтобы оно грамматически соответствовало содержанию текста.*

Global warming

In northern Québec and Labrador, temperatures _____ two degrees Celsius since the mid-1990s. That rise has helped more trees grow in the area which was previously too cold for trees.

20. Задание 20 № 2603

*Преобразуйте, если это необходимо, слово **WARM** так, чтобы оно грамматически соответствовало содержанию текста.*

And the more trees that grow, the _____ the region becomes.

21. Задание 21 № 2604

*Преобразуйте, если это необходимо, слово **BE** так, чтобы оно грамматически соответствовало содержанию текста.*

"The cold landscape that we are accustomed to in northern Canada _____ a thing of the past soon," specialists predict.

22. Задание 22 № 2605

*Преобразуйте, если это необходимо, слово **INVITE** так, чтобы оно грамматически соответствовало содержанию текста.*

Sense of humour

There are many funny stories about Will Rogers, a famous American actor and humorist. Once he _____ to the White House to meet President Calvin Coolidge.

23. Задание 23 № 2606

*Преобразуйте, если это необходимо, слово **MAKE** так, чтобы оно грамматически соответствовало содержанию текста.*

Rogers was cautioned not to try to be funny because the President had no sense of humour. Rogers bet that he _____ Coolidge laugh within 20 seconds.

24. Задание 24 № 2607

*Преобразуйте, если это необходимо, слово **QUESTION** так, чтобы оно грамматически соответствовало содержанию текста.*

When the formal introduction was made and the words "Mr. President, may I introduce my friend, Mr. Will Rogers," were pronounced, Rogers held out his hand with a _____ look and said, "Pardon me, I didn't quite get the name."

25. Задание 25 № 2608

*Преобразуйте, если это необходимо, слово **WIN** так, чтобы оно грамматически соответствовало содержанию текста.*

Coolidge roared with laughter, and Rogers _____ the bet.

26. Задание 26 № 1198

*Образуйте от слова **DEFENSE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.*

Castle Clinton

Castle Clinton was built in the times of Napoleonic wars and great tension between Britain and the US. New York was almost _____ and in a short time five new forts, Castle Clinton among them, were built.

27. Задание 27 № 1199

Образуйте от слова **ENTERTAIN** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

However, it was never used as a fortress. In 1824, it became a place of public _____ .

28. Задание 28 № 1200

Образуйте от слова **SCIENCE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

A newspaper described it as a «fanciful garden, tastefully ornamented with shrubs and flowers». The garden was the setting for band concerts, fireworks and demonstrations of the latest _____ achievements.

29. Задание 29 № 1201

Образуйте от слова **REMARK** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Many _____ people were honored at the Garden, President Andrew Jackson among them.

30. Задание 30 № 1202

Образуйте от слова **VISIT** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

In 1896 Castle Clinton became the city Aquarium and thousands of _____ rushed to see fish that came from the waters around New York.

31. Задание 31 № 1203

Образуйте от слова **VARY** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Later exotic fish from around the world were brought to the Aquarium and the collection grew in number and _____ .

32. Задание 32 № 537

Вставьте пропущенное слово:

- 1) about
- 2) to
- 3) off
- 4) on

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32 – 38, в которых представлены возможные варианты ответов. Укажите номер выбранного вами варианта ответа.

DANIEL'S VACATION

Daniel sailed out of Southampton on the Queen Mary that evening with his mother waving from the dockside. It was nice to have someone to see him 32 _____ , someone who cared about him. Daniel showed his passport to a ship's officer at the gangplank and walked up into the ship. On deck, a steward looked at his ticket and directed him to his 33 _____. It was small but quite comfortable. He was excited as a child about his first trip abroad. While on board the great liner he wrote a long letter to his parents, which he posted five days later from Fifth Avenue. Early the following morning he purchased a ticket at a 34 _____ agency for a Pullman to Chicago. The train pulled out of Penn station at eight the same night, Daniel having spent a total of six hours in Manhattan where his only other purchase was a guide book of America. He couldn't 35 _____ thinking about his parents. His parents didn't know that he was going to Australia. They were sure he was going to spend his holidays in the USA.

Once the express had 36 _____ the station, the Pullman carriage was attached to the super Chief which took him all the 37 _____ to San Francisco. Whenever the train pulled into a new station Daniel would leap off, buy a colourful postcard that indicated exactly where he was, fill in the white space with yet more information gained from the guide book before the train started to move. He would then post the filled-in card at the following stop and repeat the process. By the time the express had arrived 38 _____ Oakland station, San Francisco, Daniel had posted twenty-seven different cards back to his parents in the Little Boltons.

33. Задание 33 № 538

Вставьте пропущенное слово:

- 1) compartment
- 2) cabin
- 3) carriage
- 4) suit

34. Задание 34 № 539

Вставьте пропущенное слово:

- 1) travel
- 2) trip
- 3) journey
- 4) voyage

35. Задание 35 № 540

Вставьте пропущенное слово:

- 1) keep
- 2) help
- 3) stay
- 4) get

36. Задание 36 № 541

Вставьте пропущенное слово:

- 1) reached
- 2) went
- 3) arrived
- 4) came

37. Задание 37 № 542

Вставьте пропущенное слово:

- 1) path
- 2) road
- 3) way
- 4) line

38. Задание 38 № 543

Вставьте пропущенное слово:

- 1) in
- 2) for
- 3) to
- 4) at

39. Задание 39 № 2

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

...In Great Britain young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?

As for the latest news, I have just returned from a trip to Scotland ...

Write a letter to Tom. In your letter answer his questions, ask 3 questions about his trip to Scotland. Write 100–140 words. Remember the rules of letter writing.

40. Задание 40 № 5

Выберите только ОДНО из двух предложенных высказываний и выразите своё мнение по предложенной проблеме согласно данному плану.

Comment on one of the following statements.

1. Some of my friends say there's nothing better than reading a good book while others would rather watch its film version.

2. A person who is fluent in a foreign language can easily work as an interpreter.

What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

41. Задание 41 № 2839

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.

Is French toast from France? Yes and no. Dipping bread in eggs and frying it is a pretty universal solution to making stale bread go further. The French certainly had a medieval version and this later became a name that has been enthusiastically adopted for the de luxe versions. The earliest recorded recipe for the dish occurs in the work of the Roman cook in the first century AD. In his book *The Art of Cooking*, he writes, rather casually, that it's just another sweet dish.

However, the dish was also sometimes referred to as 'Poor Knights of Windsor'. One theory offered in explanation is that the most expensive part of a medieval banquet was dessert – spices and nuts were costly imports. Although titled, not all knights were rich, so a dish of fried eggy-bread served with jam or honey would have fulfilled the requirements of etiquette without breaking the bank.

42. Задание 42 № 3708

Study the advertisement.

Enjoy a quiet holiday by the lake!



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

- 1) location
- 2) accommodation
- 3) fishing
- 4) price for a week for one
- 5) group discounts

You have 20 seconds to ask each question.

43. Задание 43 № 3327

These are photos from your photo album. Choose one photo to describe to your friend.

Photo 1



Photo 2



Photo 3



РЕШЕТО.РФ

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

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

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

44. Задание 44 № 2878

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 what pet presented in the photo you'd like to have more
- explain why

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

1.



2.



№2 1. Задание 1 № 268

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

1. The speaker had a lot of arguments and fights with her/his classmates.
2. The speaker thought that she/he was going to be a student forever.
3. The speaker learned very important social skills in high school.
4. The speaker found school to be a hiding place in times of trouble.
5. The speaker thought of her/his class in high school as a family.
6. The speaker showed little interest in her/his studies in high school.
7. The speaker enjoyed studying with her/his classmates.

Говорящий	A	B	C	D	E	F
Утверждение						

2. Задание 2 № 2725

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

- A) Mary’s mother is not interested in Robin Hood.
- B) I A vintage inn is an average countryside pub.
- C) Food prices in a vintage inn are rather high.
- D) Vintage inns offer only traditional British cuisine.
- E) Vintage inns are often close to local sights.
- F) The level of service can vary in different vintage inns.
- G) Mary has a map of vintage inns.

Запишите в ответ цифры, расположив их в порядке, соответствующем буквам:

A	B	C	D	E	F	G

3. Задание 3 № 3287

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

Bad behaviour towards other people is considered bullying if it

- 1) is physically hurtful.
- 2) happens more than once.
- 3) takes place at school.

4. Задание 4 № 3288

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

The only good thing about face-to-face bullying is that it

- 1) can be noticed and dealt with.
- 2) is not as harmful as indirect bullying.
- 3) is less common than other forms of bullying.

5. Задание 5 № 3289

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

Which of the following is typical of indirect bullying?

- 1) Kicking or punching the victim.
- 2) Saying hurtful things to the victim.
- 3) Talking behind the victim's back.

6. Задание 6 № 3290

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

Which of the following traits of character is NOT characteristic of cyberbullies?

- 1) courage
- 2) cleverness
- 3) cruelty

7. Задание 7 № 3291

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

According to Bruce, bullies use modern technology to

- 1) find new victims for bullying.
- 2) learn about the consequences of bullying.
- 3) avoid punishment for bullying.

8. Задание 8 № 3292

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

Victims of bullying CANNOT be described as

- 1) confident.
- 2) quiet.
- 3) excluded.

9. Задание 9 № 3293

Вы услышите интервью дважды. Выберите правильный ответ 1, 2 или 3.

A victim of bullying may show one of the following signs

- 1) becoming openly violent.
- 2) showing lack of appetite.
- 3) becoming more talkative.

10. Задание 10 № 2109

Установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Reason for extension
2. Presents begin to enrich the collection

3. New collections for the new building
4. New field for the old museum
5. Shift towards history
6. First famous exhibits
7. One on the basis of two
8. Location of the museum

A. The present Ashmolean Museum was created in 1908 by combining two ancient Oxford institutions: the University Art Collection and the original Ashmolean Museum. The older partner in this merger, the University Art Collection, was based for many years in what is now the Upper Reading Room in the Bodleian Library.

B. The collection began modestly in the 1620s with a handful of portraits and curiosities displayed in a small room on the upper floor. In the 17th century there were added notable collections of coins and medals later incorporated into the Ashmolean coin collection. The objects of curiosity included Guy Fawkes' lantern and a sword given by the Pope to Henry VIII, and a number of more exotic items.

C. In the 1660s and 70s, the collection grew rapidly and, in 1683, the Bodleian Gallery was left to develop as a museum of art. At first, it was a gallery of portraits of distinguished contemporaries, but from the mid 1660s, it began to acquire a more historical perspective with the addition of images of people from the past: college founders, scientists, soldiers, monarchs, writers and artists.

D. In the eighteenth century, several painters donated self-portraits. They also added a number of landscapes, historical paintings and scenes from contemporary life. Other donors, former members of the University, added collections of Old Masters so that by the early nineteenth century, it had become an art gallery of general interest and an essential point of call on the tourist map. The public was admitted on payment of a small charge. Catalogues were available at the entrance and the paintings were well displayed in a large gallery.

E. It was only with the gift of a collection of ancient Greek and Roman statuary from the Countess of Pomfret in 1755 that the need for a new art gallery became urgent. The marble figures were too heavy to be placed in an upstairs gallery and were installed in a dark ground-floor room in the library pending the creation of a new museum.

F. Before the new museum was finished, a major group of drawings by Raphael and Michelangelo was purchased by public subscription for the new galleries, establishing the importance of the Oxford museum as a centre for the study of Old Master drawings. The new museum also attracted gifts of paintings. In 1851, a collection of early Italian paintings, which included Uccello's "Hunt in the Forest" of the museum's major works of art was presented.

G. In the 1850s, the University established a new Natural History Museum, which is now known as the Oxford University Museum of Natural History. And all the natural history specimens from the Ashmolean were transferred to the new institution. Having lost what had become the most important element in its collection, the Ashmolean was to find a major new role in the emerging field of archaeology.

Текст	A	B	C	D	E	F	G
Заголовок							

11. Задание 11 № 270

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

The Power of 'Hello'

I work at a company where there are hundreds of employees. I know most of them and almost all of them know me. It is all based on one simple principle: I believe every single person deserves to be acknowledged, **A** _____ .

When I was about 10 years old, I was walking down the street with my mother. She stopped to speak to Mr. Lee. I knew I could see Mr. Lee any time around the neighborhood, **B** _____ .

After we passed Mr. Lee, my mother said something that has stuck with me from that day until now. She said, 'You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail **C** _____ . That phrase sounds simple, but it has been a guidepost for me and the foundation of who I am. I started to see that when I spoke to someone, they spoke back. And that felt good. It is not just something I believe in — **D** _____ . I believe that every person deserves to feel someone acknowledges their presence, no matter how unimportant they may be.

At work, I always used to say 'hello' to the founder of the company and ask him how our business was doing. But I was also speaking to the people in the cafe, and asked how their children were doing. I remembered after a few years of passing by the founder, I had the courage to ask him for a meeting. We had a great talk.

At a certain point, I asked him **E** _____. He said, 'If you want to, you can get all the way to this seat.' I have become vice president, but that has not changed the way I approach people. I speak to everyone I see, no matter where I am. I have learned that speaking to people creates a pathway into their world, **F** _____.

1. it has become a way of life.
2. when it passes you on the street.
3. when you see him and talk to him.
4. and it lets them come into mine, too.
5. so I did not pay any attention to him.
6. however small or simple the greeting is.
7. how far he thought I could go in his company.

Пропуск	A	B	C	D	E	F
Часть предложения						

12. Задание 12 № 254

In his childhood the narrator's idea of happiness was to

- 1) get what he wanted.
- 2) live an interesting life.
- 3) be an influential person.
- 4) make other people happy.

To Become Wealthy

As a kid, I always wanted to become wealthy. I knew if I could achieve this, I would be able to consider myself successful. At the time, I had no worries and felt my happiness would be based on whether I could fulfill all my needs and wants. My simple philosophy of that time was if I was rich, I would definitely be content with my life.

My father always stressed his belief that happiness includes much more than money. I can remember him lecturing me about how money does not make an individual happy; other things in life such as: health, family, friends, and memorable experiences make a person genuinely happy. At this time in my life, I took what my dad said for granted and did not give any thought to his words. All I could see was the great life my cousins had because they had everything a kid ever dreamed of.

At a young age, I noticed society was extremely materialistic. The media seemed to portray the wealthy as happy people who add value to our society. My opinions did not change; in high school I still sought a career that would eventually yield a high salary. I still felt that the possibility of living life from paycheck to paycheck would automatically translate into my unhappiness. However, things changed when I decided to take an internship in the accounting department for the summer after my second year of college.

Starting the first day on the job in the accounting department, I found myself extremely bored. I was forced to do monotonous work, such as audit eight thousand travel and expense reports for a potential duplicate. In addition, I had to relocate away from friends and family in order to accept the position. I was earning the money I always wanted; however, I noticed that having money to spend when you are by yourself was not satisfying.

I began to think back to what my dad always said. After a few months in the job, I truly realized that money does not bring happiness. A more satisfying experience for me would have been doing an ordinary summer job for far less money. For me to understand that concept, it took an experience as painful as this one. I often contemplated how much money it would take me to do this as my everyday job. I concluded, whatever the salary for this position I would never be capable of fulfilling a happy life and making a career out of this job.

As I looked forward to the summer to draw to a close, I truly comprehended the meaning of my dad's words. Contrary to my prior beliefs, I firmly believe through experience that money cannot make a person happy. The term 'wealth' is a broad term, and I believe the key to happiness is to become wealthy in great memories, friends, family, and health. This I believe.

13. Задание 13 № 255

The narrator heard what his father used to say, but did not

- 1) believe him.
- 2) agree with him.
- 3) understand him.
- 4) think over his words.

14. Задание 14 № 256

From his early childhood till he finished school the narrator was convinced that

- 1) society was extremely unfair.
- 2) media added value to society.

- 3) money was the only thing that ensured happiness.
- 4) the wealthy could not spend money properly.

15. Задание 15 № 257

After the second year in the college the narrator decided to

- 1) start to work.
- 2) quit his studies.
- 3) change the college.
- 4) take a summer course.

16. Задание 16 № 258

The narrator's internship proved that

- 1) it was not a money-making job.
- 2) he had chosen the wrong job.
- 3) he could not cope with professional tasks.
- 4) he had to get rid of his family and friends to keep the position.

17. Задание 17 № 259

It became obvious to the narrator that he

- 1) needed to think of another career.
- 2) would like to work only in summer.
- 3) would like to have a higher position.
- 4) preferred ordinary non-professional work.

18. Задание 18 № 260

The summer for the narrator was

- 1) monotonous and lonely.
- 2) dragged out and boring.
- 3) dynamic and satisfying.
- 4) difficult but inspirational.

19. Задание 19 № 3765

Преобразуйте, если это необходимо, слово «CLIMB» так, чтобы оно грамматически соответствовало содержанию текста.

Mount Everest

Mount Everest is 8,863 meters above sea level. It is part of the Himalayan range in South Asia.

Despite its awesome height, the mountain _____ many times.

20. Задание 20 № 3766

Преобразуйте, если это необходимо, слово **ONE** так, чтобы оно грамматически соответствовало содержанию текста.

Sir Edmund Hillary and his guide, Tenzing Norgay, were the _____ to climb the mountain, reaching the summit on May 29, 1953.

21. Задание 21 № 3767

Преобразуйте, если это необходимо, слово **WOMAN** так, чтобы оно грамматически соответствовало содержанию текста.

Mount Everest attracts well-experienced mountaineers as well as novice climbers, quite a few _____ among them.

22. Задание 22 № 3768

Преобразуйте, если это необходимо, слово **BE** так, чтобы оно грамматически соответствовало содержанию текста.

The Office

Martha works in an office. Her job is to hire new people. The more work the new members of staff carry out, the higher their pay.

Martha wishes her job _____ as highly paid as some of the other employees'.

23. Задание 23 № 3769

Преобразуйте, если это необходимо, слово **NOT MIND** так, чтобы оно грамматически соответствовало содержанию текста.

She _____ having an assistant, either.

24. Задание 24 № 3770

Преобразуйте, если это необходимо, слово **CAN** так, чтобы оно грамматически соответствовало содержанию текста.

An assistant _____ share some of her responsibilities.

25. Задание 25 № 3771

Преобразуйте, если это необходимо, слово **SHE** так, чтобы оно грамматически соответствовало содержанию текста.

But she knows that the load of work is _____ and nobody is going to help her.

26. Задание 26 № 830

Образуйте от слова **EXPENSIVE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Invention of Potato Chips

The potato chip was invented in 1853 by George Crum who was a chef at a restaurant in New York. Fried potatoes were popular at the restaurant because they were rather _____, but one day a visitor complained that the slices were too thick.

27. Задание 27 № 831

Образуйте от слова **NERVE** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Crum made thinner slices, but the _____ customer was still dissatisfied.

28. Задание 28 № 832

Образуйте от слова **EXTREME** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Crum finally made fries that were too thin to eat with a fork, hoping to annoy the _____ difficult customer.

29. Задание 29 № 833

Образуйте от слова **INVENT** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

But the customer was happy — and that was the _____ of potato chips!

30. Задание 30 № 834

Образуйте от слова **INDUSTRY** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

_____ manufacturing of potato chips began in Cleveland, Ohio, in 1895.

31. Задание 31 № 835

Образуйте от слова **POPULAR** однокоренное слово так, чтобы оно грамматически и лексически соответствовало содержанию текста.

The chips gained even more _____ in 1926 when a wax paper potato chip bag was invented that helped to keep them fresh and crisp.

32. Задание 32 № 3255

Вставьте пропущенное слово:

- 1) for
- 2) to
- 3) on
- 4) from

The Chameleon Stone

That morning Tanon, a young farmer's boy, discovered a strange stone in the cattle shed. It felt cold 32 _____ the touch. Well, not exactly cold, more cool and smooth. It was fashioned like no other stone that Tanon had ever seen. He was fascinated by it and it 33 _____ his gaze like a venomous snake did its prey, just before making its lethal strike. Yet there was no strike – just the beautiful curves of this most precious of objects. At least, Tanon presumed it was precious, but now he had a decision to 34 _____. Should he take it immediately to his master or could he hold 35 _____ to its smoothness for just a little longer? A clap of thunder broke his

daydream and he turned his gaze heavenwards. Dark clouds were forming 36 _____ smoke billowing from an open fire and Tanon knew he had not much time before the rain came. He had to get the cattle inside before the full force of the storm came to bear down on the farm. 37 _____ as he was standing up, his prize started to change. Swirling mists and patterns drifted over its outer layer and a pale pulsing light seemed to throb from its core. Tanon 38 _____ in wonder – was this some sort of magical object?

33. Задание 33 № 3256

Вставьте пропущенное слово:

- 1) held
- 2) kept
- 3) took
- 4) grabbed

34. Задание 34 № 3257

Вставьте пропущенное слово:

- 1) do
- 2) make
- 3) have
- 4) get

35. Задание 35 № 3258

Вставьте пропущенное слово:

- 1) over
- 2) on
- 3) in
- 4) out

36. Задание 36 № 3259

Вставьте пропущенное слово:

- 1) as
- 2) as if
- 3) like
- 4) alike

37. Задание 37 № 3260

Вставьте пропущенное слово:

- 1) only
- 2) quite
- 3) almost
- 4) just

38. Задание 38 № 3261

Вставьте пропущенное слово:

- 1) viewed
- 2) stared
- 3) glimpsed
- 4) saw

39. Задание 39 № 4

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

... Summer is coming and I want to look my best: healthy, energetic and physically fit. So I'm trying to eat plain, simply cooked natural food, have enough sleep at night and I have recently joined our local fitness club. Do you do anything special to stay healthy? What makes people healthy and strong? What do you think about a healthy lifestyle?

By the way, I'm going to spend a month at the seaside this summer...

Write a letter to Mary. In your letter answer her questions, ask 3 questions about her coming summer holidays. Write 100-140 words. Remember the rules of letter writing.

40. Задание 40 № 9

Выберите только ОДНО из двух предложенных высказываний и выразите своё мнение по предложенной проблеме согласно данному плану.

Comment on one of the following statements.

1. Some people think boys and girls should study separately at different schools. Others think that they should be taught together.
2. In any occupation discipline is more important than talent.

What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

41. Задание 41 № 2835

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.

Despite its status as a proverbial fact, a goldfish's memory isn't a few seconds long. Research demonstrated beyond reasonable doubt that goldfish have a memory-span of at least three months and can distinguish between different shapes, colours and sounds. They were trained to push a lever to earn a food reward; when the lever was fixed to work only for an hour a day, the fish soon learned to activate it at the correct time. A number of similar studies have shown that farmed fish can easily be trained to feed at particular times and places in response to an audible signal.

Goldfish don't swim into the side of the bowl, not because they can see it, but because they are using a pressure-sensing system called the lateral line. Certain species of blind cave fish are able to navigate perfectly well in their lightless environment by using their lateral line system alone.

42. Задание 42 № 2772

9) Study the advertisement.

Thinner. Lighter. Faster.
10-hour Battery



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

- 1) the amount of internal memory
- 2) if they provide a free delivery service
- 3) if they have special offers
- 4) advantages of the device
- 5) if they have a black color

You have 20 seconds to ask each question.

43. Задание 43 № 2827

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

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

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

44. Задание 44 № 2873

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 what kind of sleep presented in the photos you'd prefer
- explain why

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

1.



2.



Приложение 2. Примеры поурочного планирования.

Lesson Plan Name:	Соколова Киносян	Date:	10/10/19
Teaching Practice Number:		Level:	Upper Intermediate
Length of lesson:	60 mins	Main lesson focus:	Grammar Vocabulary Functions Reading Listening Speaking Writing Pronunciation
Main Lesson Aim By the end of the lesson students will...		Sub Aim(s) By the end of the lesson students will...	
By the end of the lesson the students will practice listening, speaking and vocabulary parts from the State exam		By the end of the lesson the students will have improved their speaking skills, will revise the difference between do and make	
Personal Aims Teaching skills <i>you</i> want to focus on in this lesson – consider feedback from your previous lessons.		Assumptions What the students already know (about the language, activity, topic) that will help them with this lesson.	
I need to focus on speaking, provide samples		The student have already known vocabulary	
Anticipated Student Problems and Solutions Specific problems <i>students</i> may have with language and/or skills.			
Problems Student may have problems with listening		Solution I will try to provide scripts	
Anticipated Managerial Problems and Solutions Specific managerial problems <i>you</i> may have.			
Problems “Students have already done this exercise from Рещу ЕГЭ		Solution I need to have extra tasks	
Materials handouts		Board Plan To help you organise your board work, draw a plan of what you are going to write on the board and where.	

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Приложение 3. Ведение электронного дневника. Пример.

Date	Materials covered (grammar, vocabulary, listening, speaking activities, book pages, names of resources used)	Homework	
03.10.2019	Listening 1st part, speaking ex 2,4. Multiple choice	Write an essay	Аудирование Карина сделала с 1 ошибкой, Саша без ошибок. В устной части были ошибки, будем работать.
10.10.2019	Listening 2nd part, multiple choice (do and make)	Write an essay and personal letter	В аудировании были незначительные ошибки, не успели сделать speaking
17.10.2019	Speaking, multiply choice	подготовить грамматическую тему, написать эссе	Отрабатывали каждую часть устной части, везде были незначительные ошибки

24.10.2019	Listening (parts 2 and 3)	Write an essay	Практиковали устную часть
31.10.2019	Multiple choice tasks + phrasal verbs	Write an essay	Практиковали самое сложное задание из ЕГЭ, разбирали ошибки
07.11.2019	Phrasal verbs + multiple choice	Exam tasks	Разбирали дз, много времени потратили на фразовые глаголы

14.11.2019	Grammar (conditionals,reported speech) + phrasal verbs	Exam task	Девочки сами готовили грамматические темы, вместе делали упражнения
28.11.2019	Замена Настя Тренировали устную часть		
05.12.2019	Speaking + grammar (verb + to)	задания из ЕГЭ	

12.12.2019	Phrasal verbs	Phrasal verbs exercises	
19.12.2019	Пробный тест	Написать эссе	По грамматике у Саши лучше результаты, но, в среднем, результат неплохой
26.12.2019	Пробный тест	Написать эссе	Делали спикинг, девочки занервничали, глупые ошибки

09.01.2020	Speaking + phrasal verbs	Write an essay	
16.01.2020	Listening	Write letters	
23.01.2020	grammar (modal verbs)	Write letters	

30.01.2020	Confusing words	Задания из РЕШУ ЕГЭ	
13.02.2020	Confusing words	Задания из РЕШУ ЕГЭ	
20.02.2020	Confusing words exercises	Задания из РЕШУ ЕГЭ	

27.02.2020	Multiple choice +grammar (passive)	Multiple choice tasks + passive voice exercises	
05.03.2020	Multiple choice exercises, passive voice (exercises "active or passive"?)	Вариант из решу егэ онлайн	
19.03.2020	Grammar (myself, reported speech)	Вариант из решу егэ онлайн	

28.03.2020	Окончания множеств число, говорение (3 и 4 задания).	Вариант из решу егэ онлайн	
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