

СОДЕРЖАНИЕ

Инструкции по выполнению заданий устной части ЕГЭ по английскому языку...	4
Test 1.....	15
Test 2.....	20
Test 3.....	25
Test 4.....	30
Test 5.....	35
Test 6.....	40
Test 7.....	45
Test 8.....	50
Test 9.....	55
Test 10.....	60
Test 11.....	65
Test 12.....	70
Test 13.....	75
Test 14.....	80
Test 15.....	85
Test 16.....	90
Test 17.....	95
Test 18.....	100
Test 19.....	105
Test 20.....	110
Test 21.....	115
Test 22.....	120
Test 23.....	125
Test 24.....	130
Test 25.....	135
Приложение 1. Основные правила чтения	140
Приложение 2. Интонация	144
Приложение 3. Произношение	145
Приложение 4. Числительные	149
Приложение 5. Часто встречающиеся ошибки в задании 1	152
Приложение 6. Какой вариант английского языка допустим в ЕГЭ: американский или британский?	153
Приложение 7. Тематический словарь. Профессии	160
Приложение 8. Названия достопримечательностей	169
Приложение 9. Географические понятия с транскрипцией и переводом	170
Приложение 10. Использование артикля с географическими понятиями и названиями мест	173
Приложение 11. Страны, столицы, языки/национальности с транскрипцией и переводом	175
Приложение 12. Неправильные глаголы с транскрипцией и переводом	188
Критерии оценивания выполнения заданий устной части (1–4)	198
Содержание аудиоприложения	201
Тренажер устной части ЕГЭ	202

Задание 4

В задании 4 предлагается проблемная тема для проектной работы и две фотографии. Оставьте голосовое сообщение другу, в котором необходимо обосновать выбор данных иллюстраций и выразить свое мнение по проблеме проектной работы. Опирайтесь на план, предложенный ниже.

Подготовка — 2 мин 30 сек.

Выполнение — 3 мин (12–15 фраз).

Максимум: 10 баллов.

План выполнения задания 4

1. Greeting.

Hey Jack, I just thought I'd tell you about these pictures that I've just seen because they have given me some ideas for our project. You know, the one about ..., and I'd like to discuss them with you.

Hi Sofia. How's it going? Anyway, I've found a couple of pictures that might work well for our project. You know, the one about... . I'd like to discuss them with you.

Hi Marina. How've you been? I've found a couple of pictures. I was thinking we could use them for our project "...". Let me explain.

Hey John. It's Nelly. I've just found some photos for our project "...", and I'd like to talk to you about them.

Hi Ben, I'm calling about some photos I've just found for our project "...". I think they might be useful and I'd like to discuss them with you.

2. Brief description, justifying the choice of the photos for the project.

Well, I think the first photo can be used for our project because it depicts....

In contrast, the second photo works because it shows... .

Well, I think the first photo can be used for our project because it creates an idyllic image of... .

In contrast, the second photo works in the sense that / because it highlights... . The photo illustrates that... .

In contrast, the second photo will also be suitable / effective because it shows... .

In contrast, the second photo is also relevant because... .

3. Differences, justifying the choice of the photos for the project.

So, together, the pictures also illustrate the differences between how / regarding how / relating to how... . There is a view of ... and a picture of... .

Side by side, the pictures illustrate two different... . In particular, they depict... .

In the first photo there is..., whereas / while in the second photo there are....

TEST 1

1

TRACK

1

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 loud. You will not have more than 1.5 minutes to read it.

The African Wildlife Foundation (AWF) has been operating in Africa for over 60 years. The organisation utilises its resources to not only prevent the killing of numerous endangered species, but to end the trafficking and illegal sale of wildlife products.

One of the ways in which the organisation tries to prevent needless killing is through education. The AWF goes to communities where wild animals have come into contact with the locals. There they set up support programmes to train local residents on how to interact and share their space with wild animals.

Another way the AWF protects animals is by equipping wildlife rangers with anti-poaching equipment. They are given weapons and trained dogs that can smell ivory and rhino horns to help catch smugglers who are trying to leave Africa with illegal animal products. This information is then shared with other countries to help stop repeat smugglers and track how animal contraband is leaving Africa.

2

Task 2. Study the advertisement.



**Join our
Loch Ness
Monster
tour!**

You are considering going on a boat cruise 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:

- starting place
- dates of the trip
- price per person
- if there are discounts for students

You have 20 seconds to ask each question.

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 *Teenager Round the World* Channel. Our guest today is a teenager from Russia and we are going to discuss **friendship**. 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 are famous stories of friendship in your culture?**

Student:

Interviewer: **What else would you like our listeners to know about making friends in Russia?**

Student:

Interviewer: **What can you tell us about your friends? What is the longest friendship you have ever had?**

Student:

Interviewer: **How did you use to spend time with friends when you were seven?**

Student:

Interviewer: **How would you like to spend time with your friends in 10 years?**

Student:

Interviewer: Thank you very much for your interview.

4

Task 4. Imagine that you are doing a project “The Life of Wild Animals” 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:

- give a brief description of the photos, justifying the choice of the photos for the project;
- say in what way the pictures are different, justifying the choice of the photos for the project;
- mention the advantages and disadvantages (1-2) of **the two types of habitats**;
- express your opinion on the subject of the project — **whether you approve of animals being kept in zoos and why.**

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



Photo 1



Photo 2

Task 2. Sample answer

1. **What** is the starting place of the tour? **Where** does the tour start?
2. **What** are the dates of the trip? **When** does the trip start and finish?
3. **What** is the price per person? **How much** is the tour per person?
How much does the tour cost per person?
4. **Do** you offer any discounts for students? **Are there** any discounts for students?

Task 3. Sample answer

Interviewer: Hello everybody! It's *Teenager Round the World* Channel. Our guest today is a teenager from Russia and we are going to discuss **friendship**. 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 are famous stories of friendship in your culture?**

Student: Probably one of the most famous friendships is that between Andrei Bolkonsky and Pierre Bezukhov in *War and Peace*. Even at times when they had different views, they always remained friends.

Interviewer: **What else would you like our listeners to know about making friends in Russia?**

Student: Well, making friends in Russia is really easy when you're young. That's because most people make their lifelong friends at school. When you're older, it's harder to make friends because most people continue to hang out with their old school friends rather than make new ones.

Interviewer: **What can you tell us about your friends? What is the longest friendship you have ever had?**

Student: You know, I have a few really good friends now, but I met most of them last year. As for the longest friendship I've ever had, it's with Denis. We met in kindergarten and we are still friends today, 13 years later.

Interviewer: **How did you use to spend time with friends when you were seven?**

Student: When I was seven, I used to go to the playground to play with my friends. In the summer we had a lot of fun there playing tag and things like that. Then in the winter we also went sledding there on the nearby hill.

Interviewer: **How would you like to spend time with your friends in 10 years?**

Student: I think that in ten years' time I'll be travelling with my friends to Turkey or Greece to go on holiday. I love hot countries. It'll be a lot of fun to hang out at resorts and go swimming together.

Interviewer: Thank you very much for your interview.

Task 4. *Sample answer*

Greeting.

1. **Hi Susie.** How's it going? I've found a couple of pictures that might work well for our project "The Life of Wild Animals". I'd like to discuss them with you.

Brief description, justifying the choice of the photos for the project.

2. **Well, I think the first photo can be used for our project because it depicts** two elephants walking across a dried mud floor at a zoo with a gate behind them.
3. **In contrast, the second photo works because it shows** exactly how an animal's life is better in the wild as there are three elephants moving across a green field with an open sky above them.

Differences, justifying the choice of the photos for the project.

4. **So, together, the pictures illustrate the differences between** how animals live in captivity and in the wild. **In particular, they depict** the life of elephants living in a zoo and elephants roaming the Serengeti.
5. **In the first photo** the elephants are in an enclosure, as exhibits, for people's enjoyment, with their freedom restricted, **whereas in the second photo** they are completely free to go in whichever direction they want.
6. **Furthermore, in the first photo** the elephants appear dirty and bored, **whereas in the second photo** they seem clean, well-nourished, and carefree.

Advantages and disadvantages (1-2) of the two types of habitats.

7. **Well, I can see some advantages and disadvantages of** the two living environments in each photo.
8. **One aspect that I consider to be an advantage of** the zoo is that the animals don't have any predators and the adult elephant doesn't need to protect the baby elephant.
9. **The disadvantage is that** they can't move around very much in a zoo and so they lack opportunities for exercise.
10. **What's good about** living in the wild is that they are free range and can roam about at will. Nothing restricts them and they can eat and drink whenever they want.
11. **However, the downside is that** if baby elephants are left unprotected, they can be killed and eaten by predators such as lions.

Your opinion on the subject of the project – whether you approve of animals being kept in zoos and why.

12. **Personally, I disapprove of** animals being kept in zoos. **I feel that** it is terrible **because** the only excitement animals can have there is eating. **That's why I think** animals should stay in the wild, so that they can live freely and do as they please.

Closing phrase.

13. **Anyway, that's all I wanted to discuss with you. Talk to you later, bye.**

ТЕМАТИЧЕСКИЙ СЛОВАРЬ. ПРОФЕССИИ

Professions	Duties	Equipment
<p>A teacher, a lecturer</p>	<p>educating students preparing lessons conducting classes at scheduled times managing students' behaviour giving homework assigning homework setting homework grading papers marking exams marking students' written work running tutorials attending parents' evenings</p>	<p>using smart technology in the classroom (e.g. an interactive smart board) providing students with materials (e.g. books, articles, learning aids) laptops, microphones, printers etc, for teaching online</p>
<p>A builder / a construction worker</p>	<p>preparing construction sites, materials, and tools loading and unloading materials, tools, and equipment constructing or repairing buildings doing / carrying out repairs (remodelling / renovating a flat) painting / repainting (walls) wallpapering tidying up after themselves clearing up all the debris</p>	<p>wearing work pants with tool pockets, work boots with slip protection and steel toe caps wearing personal protective equipment (PPE) including gloves, goggles or helmets, to meet certain safety standards being able to operate heavy machinery, such as diggers, forklift trucks or even cranes knowing how to use saws, hammers, drills, and other tools</p>
<p>A professional photographer</p>	<p>choosing and setting up locations setting up photographic equipment taking pictures editing images reproducing and framing photographs consulting clients on their requirements, discussing shoots with them</p>	<p>owning a camera having access to an infrared development room a range of lenses additional lights flash fitments tripods</p>