

*Из опыта работы по
подготовке к ЕГЭ по
английскому языку
учителя МОУ СОШ №1 п.
Новозавидовский
Горюновой Г.В.*



*Общие сведения
о ЕГЭ по
иностранным
языкам.*



В разделах «*Аудирование*» и «*Чтение*»:
проверяется сформированность умений понимания как
основного содержания письменных и звучащих текстов, так и
полного понимания соответствующих текстов. Кроме того, в
разделе «*Чтение*» проверяется понимание структурно-
смысловых связей текста.

В разделе «*Аудирование*»:
понимание в прослушиваемом тексте запрашиваемой
информации или выявление ее отсутствия в нем.

В разделе «*Грамматика и лексика*»:
проверяются навыки применять соответствующие лексико-
грамматические средства в работе с иноязычными текстами.

В разделе «*Письмо*»:
контролируется умение создавать различные типы
письменных текстов.

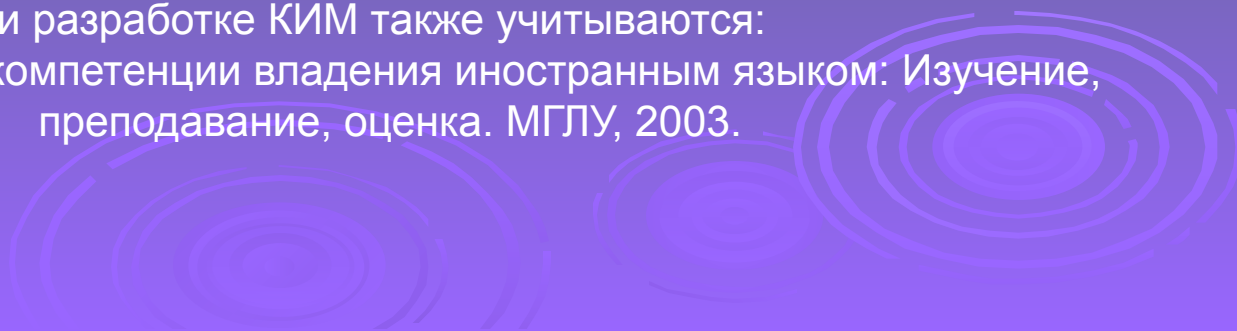
В разделе «*Говорение*»:
практические умения устного иноязычного общения в
предлагаемых коммуникативных ситуациях.

Содержание КИМ для ЕГЭ по иностранным языкам (английскому, немецкому, французскому) определяется следующими документами:

1. Федеральный компонент государственного образовательного стандарта среднего (полного) общего образования по иностранным языкам//Новые государственные стандарты по иностранному языку: 2-11 классы/Образование в документах и комментариях. - М.: АСТ. Астрель, 2004.
2. Примерные программы по иностранным языкам//Новые государственные стандарты по иностранному языку: 2-11 классы/Образование в документах и комментариях. - М.: АСТ. Астрель, 2004.
3. Программы общеобразовательных учреждений. Английский язык для 10-11 классов школ с углубленным изучением иностранных языков. - М.: Просвещение, 2005.
4. Программы для общеобразовательных учреждений. Немецкий язык для общеобразовательных школ с углубленным изучением немецкого языка. - М.: Просвещение, МАРТ, 2004.
5. Программы общеобразовательных учреждений. Французский язык для 1-11 классов школ с углубленным изучением иностранных языков. - М.: Просвещение, 2001.



При разработке КИМ также учитываются:
Общеввропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. МГЛУ, 2003.



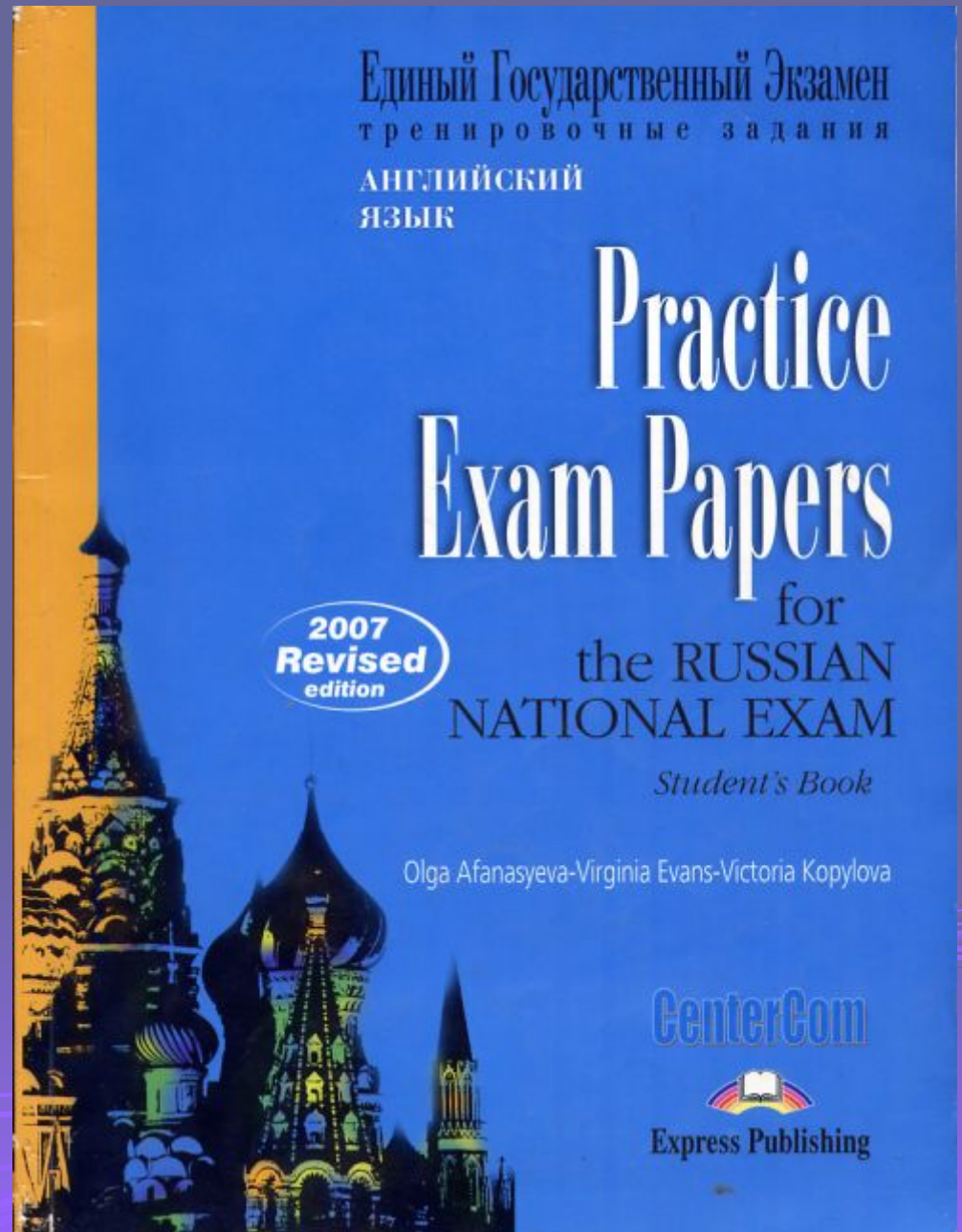
Учебники
и пособия для
подготовки к ЕГЭ
по английскому
языку



*Olga
Afanasyeva*

*Virginia
Evans*

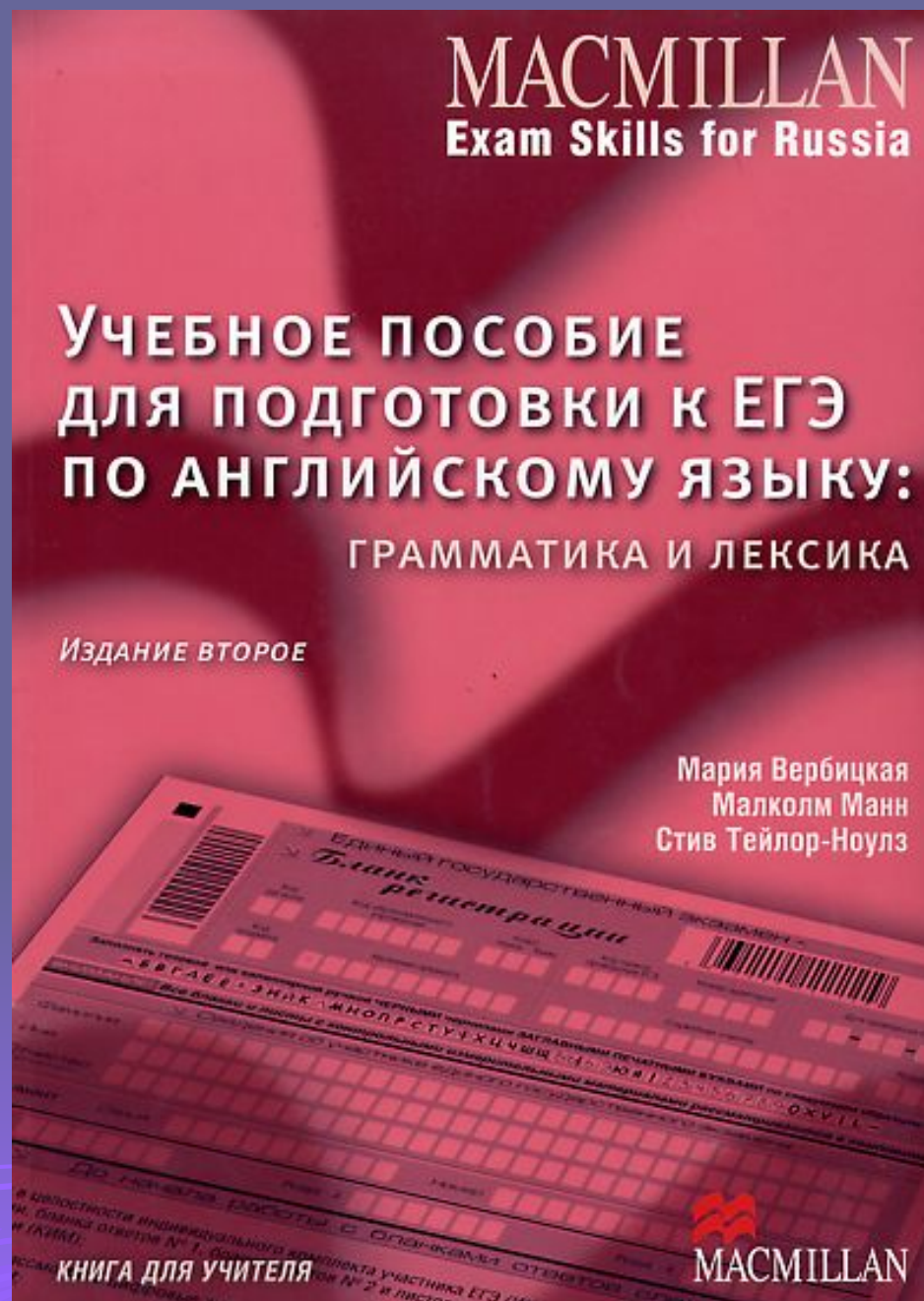
*Victoria
Kopylova*



Мария
Вербицкая

Малколм
Манн

Стив
Тейлор-
Ноулз



Unit 2

Vocabulary

● Travel and transport

Topic vocabulary in contrast

see page 198 for definitions

voyage / journey / trip / travel / excursion	fare / ticket / fee	live / stay
view / sight	miss / lose	border / edge / line
world / earth	take / bring / go	length / distance
area / territory	book / keep	guide / lead
season / period	arrive / reach	native / home

Phrasal verbs

catch up with reach the same point/level as	pick up stop in a vehicle to give someone a lift
check in register at a hotel or an airport	pull in stop by the side of the road in a car
check out leave a hotel; investigate	run over hit with a car
drop off let someone get out of a vehicle	see off go to a train station, etc. to see someone leave
get back return from a place	set out/off start a journey
go away go on holiday	take off leave the ground
keep up with stay at the same point/level as	turn round go back in the opposite direction
make for go in the direction of	

Phrases and collocations

accident	have an accident; be (involved) in an accident; do sth by accident
advance	in advance; advance to/towards a place
ahead	go straight ahead; go ahead; be ahead of sth/sb
direction	a change of direction; in the direction of sth; in this/that direction
head	off the top of your head; head for/towards a place; head over heels (in love)
holiday	go/be on holiday; have/take a holiday; bank holiday
left	go/turn/etc left; on the left; on the left-hand side; in the left-hand corner; left-handed
route	plan your/a route; take a route
sights	see the sights
sightseeing	go sightseeing
speed	at (high/full/etc) speed; a burst of speed; speed limit
tour	go on/take a tour of/a round somewhere; tour a place; tour guide
trip	business trip; school trip; go on a trip; take a trip (to a place)
way	lose/make/find your way; in a way; on the way; go all the way (to sth/swh)

Word patterns

afraid of sth/sb/doing; afraid to do	invite sb to do
appear to be	keen to do; keen on sth/sb/doing
arrange sth (with sb); arrange for sb to do	live in/at a place; live on/for sth; live here/there
arrive in/at a place; arrive here/there	regret (not) doing; regret sth; regret to tell/inform you
continue sth/doing; continue to do; continue with sth	think of/about sth/sb/doing
differ from sth/sb	write about sth/sb/doing; write (sth) to sb; write sb sth; write sth down
dream about/of sth/sb/doing	

Word formation

arrange rearrange, arrangement	direct indirect, direction, director, (in)directly	recognise (un)recognisable, recognition
arrive arrival	distant distantly, distance	time timetable
broad breadth, broaden	enter entrance	tour tourism, tourist
culture cultural (ly), (un)cultured	inhabit inhabitant	world worldwide
differ differently, difference	photograph photography, photographer, photographic	

Unit 3

Grammar

- **Past time: past simple, past continuous, past perfect simple, past perfect continuous, would, used to / be/get used to**

Past simple

Form	statement: I/You/He/She/It/We/They played ... negative: I/You/He/She/It/We/They didn't play ... question: Did I/you/he/she/it/we/they play ... ?	Note: Irregular verbs do not take 'ed' in the past simple. Learn the past simple form of irregular verbs. See page 194.
Use	Example	
Single completed actions	Tom and I played a game of chess and he won .	
Habits in the past	Did you collect stamps when you were younger?	
Permanent situations in the past	A famous footballer lived in our house before we bought it.	
General truths and facts about the past	Crosswords didn't become popular until the 1930s.	
The main events in a story	The referee blew the whistle and Simon passed the ball to James, who ran towards the goal.	

Watch out!

- We can also use **did** in past simple statements for emphasis.
 - ✓ 'Why didn't you win your match yesterday?' 'I **did win**. Who told you I didn't?'
 - ✓ We lost 5-0, but at least we **did get** into the final.

Past continuous

Form	statement: I/He/She/It was playing ... negative: I/He/She/It wasn't playing ... question: Was I/he/she/it playing ... ?	You/We/They were playing ... You/We/They weren't playing ... Were you/we/they playing ... ?
Use	Example	
Actions happening at a particular moment in the past	At five o'clock, I was reading my new book.	
Temporary situations in the past	Greg was living in London at the time.	
Annoying past habits (usually with <i>always</i>)	When we were young, my brother was always borrowing my toys.	
Actions in progress over a period of time	Daniel was playing video games all morning yesterday.	
Two actions in progress at the same time	Were Ulla and her friends playing Monopoly while we were playing draughts?	
Background information in a story	The sun was shining and the birds were singing . Lisa opened the window and looked out.	

Watch out!

- When one action in the past interrupts another action in progress, we use the past simple and the past continuous together.
 - ✓ I **was playing** on my computer when it suddenly **crashed**.
- We do **not** use the past continuous for regular or repeated actions in the past.
 - ✓ When we **were** on holiday, we **played** volleyball every day.
 - X When we **were** on holiday, we **were playing** volleyball every day.
- We do not usually use stative verbs in continuous tenses. See Unit 1, page 7.

Past perfect simple

Form	<i>had</i> + past participle	
Use	Example	
Situations and states before the past	We'd lived next to the gym for a couple of months before I decided to join.	
Completed actions before a moment in the past	I'd already bought the computer game when I saw it was cheaper in another shop.	
Completed actions where the important thing is the result at a moment in the past	We didn't feel like playing Scrabble because we had just finished a long game of Monopoly.	

Glossary

Unit 2

voyage (n)

a long journey, especially on a ship:
It was a long way from London to New York by sea, but the voyage was quite relaxing.

journey (n)

an occasion when you travel from one place to another, especially over a long distance: *We had a long journey ahead of us.*

trip (n)

an occasion when you go somewhere and come back again: *The whole family went on a trip to Florida.*

travel (n)

the activity of travelling: *Foreign travel never really appealed to him until he retired.*

excursion (n)

a short journey that you make for pleasure: *My grandmother often talks about going on excursions to the sea when she was a girl.*

view (n)

the things that you can see from a particular place: *We had a spectacular view of the mountains from our room.*

sight (n)

a person or a thing that you see that has a particular feature: *Windmills are a common sight in this part of the country.*

world (n)

the planet that we live on: *It's easy these days to communicate with people who live on the other side of the world.*

earth (n)

the land on which we live: *They felt the earth shake.*

area (n)

a part of a place or building: *Bus services in rural areas are not very good.*

territory (n)

an area of land that is controlled by a particular country, leader or army: *Russian troops crossed into Austrian territory in February 1849.*

season (n)

one of the four periods into which the year is divided according to the weather: *She likes to paint the changing seasons in the garden.*

period (n)

an amount of time: *The long dry period ended with heavy rain.*

fare (n)

the money that you pay for a journey: *The fare from York to Leeds has gone up.*

ticket (n)

a piece of paper that shows that you have paid to do something such as travel on a train, bus, plane, etc: *We'll send your tickets a week before your flight.*

fee (n)

an amount of money that you pay to be allowed to do something such as join an organisation: *The gallery charges a small entrance fee.*

miss (v)

to be too late for something such as a train or bus: *I missed the last train home again.*

lose (v)

to no longer have something: *Mike lost his job last year.*

take (v)

to move or carry someone or something from one place to another: *What time do you take Amy to school?*

bring (v)

to take someone or something with you from one place to another: *Bring a coat in case it turns cold.*

go (v)

to move or travel to a place that is away from where you are now: *We're planning to go to Spain this winter.*

book (v)

to arrange to have or use something at a particular time in the future: *Shall I book a room for you?*

keep (v)

to continue to have or own something: *We should keep this car and sell the other one.*

arrive (v)

to reach a place: *What time does your plane arrive?*

reach (v)

to arrive somewhere: *We hoped to reach the camp before dark.*

live (v)

to have your home in a particular place: *Paris is a nice place to live.*

stay (v)

to live or remain in a place for a while as a guest or visitor: *How long is he planning to stay with you?*

border (n)

the official line that separates two countries or regions: *Thousands of refugees were fleeing across the border.*

edge (n)

the part of something that is furthest from its centre: *Victoria was sitting on the edge of the bed.*

line (n)

a long thin mark on the surface of something: *Draw a straight line.*

length (n)

a measurement of how long something is in size: *The boat was 16 feet in length.*

distance (n)

the amount of space between two people or things: *They started to walk the short distance to the camp.*

guide (v)

to show someone where to go by going with them: *He guided them through the forest.*

lead (v)

to take someone to a place by going there with them, usually in front of them: *The estate agent led us into the kitchen.*

native (adj)

living in a particular country or area since birth: *My wife's a native New Yorker, but I'm from Atlanta.*

home (town) (n)

the city or town where you lived as a child: *I live in Washington, but my home town is Denver, Colorado.*

Unit 4

pitch (n)

a flat area of ground that is used for playing sports on: *Hundreds of fans invaded the pitch at the end of the game.*

track (n)

a piece of ground that is used for running or racing: *The cars have to go round the track eighteen times.*

court (n)

an area marked with lines where some sports are played, including tennis and basketball: *I'll meet you at the tennis court!*

course (n)

an area where a race or sport takes place: *It's one of the most challenging golf courses in the country.*

ring (n)

a raised area that is surrounded by ropes where people take part in boxing or wrestling: *The boxers are just about to enter the ring.*

Glossary

scenery (n)	the furniture and painted background on a theatre stage: <i>The play was good, but the scenery wasn't very realistic.</i>
stage (n)	the part of a theatre where the actors or musicians perform: <i>They had now been on stage for over four hours.</i>
band (n)	a group of musicians who play popular music: <i>He used to play in a jazz band.</i>
orchestra (n)	a large group of musicians who use many different instruments in order to play mostly classical music: <i>There are over fifty people in the school orchestra.</i>
group (n)	a small set of musicians who play pop music: <i>Would you like to be in a pop group?</i>
review (n)	an article in which someone gives their opinion of a play, book, exhibition, etc: <i>The film got really good reviews.</i>
criticism (n)	a comment or comments that show that you think something is wrong or bad: <i>The new plans drew fierce criticism from local people.</i>
ticket (n)	a piece of paper that shows that you have paid to do something such as go to a concert, visit a museum, or travel on a train, bus, plane, etc: <i>We'll send your tickets a week before your flight.</i>
fee (n)	an amount of money that you pay to be allowed to do something such as join an organisation: <i>The gallery charges a small entrance fee.</i>
novel (n)	a long written story about imaginary characters and events: <i>Have you read any of Martin Amis' novels?</i>
fiction (n)	books and stories about imaginary events and people: <i>Hardy wrote poetry as well as fiction.</i>
comic (n)	a magazine that contains stories told in a series of drawings: <i>My little brother gets a comic every Friday.</i>
cartoon (n)	a film or TV programme made by photographing a series of drawings so that things in them seem to move; a humorous drawing or series of drawings in a newspaper or magazine: <i>There's a very funny cartoon in today's paper.</i>
comedian (n)	someone whose job is to entertain people by making them laugh: <i>The comedian was so bad the audience didn't let him finish his act.</i>
watch (v)	to look at someone or something for a period of time: <i>Did you watch the news last night?</i>
see (v)	to watch something such as a film or television programme: <i>Have you seen American Beauty?</i>
look (v)	to direct your eyes towards someone or something so that you can see them: <i>Dan looked at his watch.</i>
listen (v)	to pay attention to a sound, or to try to hear a sound: <i>Do you like listening to</i>

hear (v) to realise that someone or something is making a sound: *Mary heard the sound of voices.*

Unit 26

put on (phr v)

to cover a part of your body with a piece of clothing or jewellery so that you are wearing it: *Dorothy put on her coat and went out.*

wear (v)

to have something on your body as clothing, decoration or protection: *He was wearing jeans and a T-shirt.*

costume (n)

clothes that the actors wear in a play or film: *I thought the costumes they were wearing in the play were fantastic.*

suit (n)

a set of clothes made from the same cloth, usually a jacket with trousers or a skirt: *He was wearing a dark suit and a tie.*

dye (v)

to change the colour of something such as cloth or hair using dye: *Why don't you dye your hair red?*

paint (v)

to put paint onto something in order to change its colour: *Wash the walls before you start to paint.*

fit (v)

if clothes fit, they are the right size for you: *It is important that children's shoes fit correctly.*

suit (v)

if a style or something you wear suits you, it makes you look good: *The new hairstyle really suits her.*

match (v)

if one thing matches another, or they match, they form an attractive combination: *She wore a green dress and a hat to match.*

cloth (n)

material used for making things such as clothes and curtains: *I really like the cloth you've used on these cushions. What is it?*

clothing (n)

clothes: *I told the hotel manager that some items of clothing had gone missing from my room.*

blouse (n)

a shirt for women: *Women are expected to wear blouses in our office.*

top (n)

a piece of clothing that covers the upper part of your body: *She was wearing a red skirt and a black top.*

design (v)

to decide how something will be made, how it will work, or what it will look like, and often to make drawings of it: *The bride wore a dress that she designed herself.*

manufacture (v)

to make goods in large quantities in a factory: *The firm manufactures women's clothing.*

current (adj)

happening or existing now: *Production is likely to remain at current levels.*

new (adj)

recently made, invented or developed: *They are going to build a new office block here.*

modern (adj)

relating to or belonging to the present time: *Modern offices are usually full of computers.*

Phrasal verbs database

ask after	ask for news about: <i>Tony was asking after you and I told him you were fine.</i>	check in	register at a hotel or an airport: <i>Give me your passport and I'll go to the desk to check in.</i>
back down	stop demanding sth, stop saying that you will do sth: <i>it seemed as if the man was going to start a fight with the manager, but he eventually backed down.</i>	check out	leave a hotel: <i>All guests must check out by midday.</i>
back out	decide not to do sth you agreed to do: <i>But you promised to help me this weekend – you can't back out now!</i>	check out	investigate: <i>Let's check out that new website Bill was talking about.</i>
bank on	depend on sth happening: <i>I'm really banking on getting that job at the supermarket.</i>	clear up	become brighter and better (for weather): <i>if it doesn't clear up, then I'm afraid we may have to cancel the race.</i>
break down	stop working (for a machine, etc): <i>That's the third time our car's broken down this month!</i>	close down	stop operating (for companies): <i>What is the government doing about the fact that dozens of local businesses are closing down every month?</i>
break out	escape (from prison): <i>Reports are coming in that five prisoners have broken out of Pentonville Prison.</i>	come (a)round	happen again (for regular events): <i>Christmas soon comes around, doesn't it?</i>
break out	start suddenly (for a war, fire, etc): <i>It seems that the fire broke out in the kitchen.</i>	come (a)round (to)	be persuaded to change your mind (about): <i>That's a good point. Maybe I'm coming round to your way of thinking.</i>
bring forward	change the date/time of an event so it happens earlier: <i>Because of recent events, the meeting has been brought forward to the 29th.</i>	come across	find sth or meet sb by chance: <i>I came across some old photographs while I was clearing out my desk.</i>
bring in	introduce a new law or system: <i>The government are planning to bring in a law banning hunting.</i>	come by	get sth, especially sth that is hard to get: <i>How did you come by that painting?</i>
bring on	cause (an illness, etc): <i>Being out in the fog always brings on my asthma.</i>	come down with	start to suffer from a minor illness: <i>After being out in the storm, Alice came down with a cold.</i>
bring out	produce and start to sell a new product: <i>Did you hear that REM have just brought out a new album?</i>	come forward	offer help or information: <i>After the police appealed for help from the public, a number of people came forward with useful information.</i>
bring up	look after a child until he or she becomes an adult: <i>Both Sarah's parents died when she was young and she was brought up by her grandmother.</i>	come into	inherit: <i>At the age of eighteen, Roger suddenly came into a fortune.</i>
bring up	start discussing a subject: <i>I hate to bring it up, but do you have that money you owe me?</i>	come off	succeed: <i>Well, I think it's a stupid plan and I'll be amazed if it comes off.</i>
call for	require, need: <i>The manager said that the situation called for some difficult decisions.</i>	come on	develop or make progress: <i>Your piano playing is really coming on, isn't it?</i>
call for	demand: <i>The farmers are calling for assistance from the government.</i>	come on	start to be broadcast: <i>That quiz show you wanted to watch comes on in half an hour.</i>
call off	cancel: <i>I hope they don't call the concert off because of this rain.</i>	come out	be published: <i>I can't wait until the next Harry Potter book comes out.</i>
carry on	continue: <i>You carry on painting this wall and I'll go and get some more brushes.</i>	come round/to	become conscious: <i>After a worrying few minutes, Sean started to come round and opened his eyes.</i>
carry out	perform an experiment, etc: <i>The investigators have been carrying out tests on the pieces of plane recovered after the accident.</i>	come up with	think of (an idea, a plan, etc): <i>Who do you think came up with the idea of the bicycle?</i>
catch on	become popular or fashionable: <i>You green hair is great, but I don't think it'll catch on!</i>	count on	rely on, trust: <i>Don't worry – you can count on me to help if you need it.</i>
catch on	understand: <i>Greg is really clever and always catches on in class very quickly.</i>	cross out	draw a line through sth written: <i>Danny realised that he'd made a spelling mistake and crossed the word out.</i>
catch up with	reach the same point/level as: <i>I ran a little faster to try to catch up with the others.</i>	cut down (on)	do less of (smoking, etc): <i>If you can't give up smoking, you could at least try to cut down.</i>
chase after	follow sb/sth quickly in order to catch them: <i>The shopkeeper ran out of the shop and chased after the shoplifter as he ran down the street.</i>	cut down (on)	reduce an amount of: <i>My doctor has advised me to cut down on fat.</i>
		cut off	make a place difficult or impossible to enter, leave or communicate with: <i>The snow meant that the village was cut off for over a month.</i>

Phrases and collocations database

danger	in danger; out of danger	exercise	do an exercise; do exercise; take/get (some) exercise
day	have/take/get a day off; day job; day trip; day by day; the other/next day	expense	at sb's/your own expense; go to the expense of; business expense; expense account
debt	in debt (to sb); get in/into debt; clear a debt; owe sb a debt of gratitude	experience	have an experience; have/gain/get experience in/of sth/doing; experienced in/at sth/doing
decision	make/take a decision (to do sth); come to/reach/make a decision (about sth)	experiment	do/perform/carry out an experiment (on sth); experiment with sth/doing
demand	in demand; on demand; a demand for sth	fact	in fact; the fact (of the matter) is (that); face the facts; as a matter of fact
description	give a description of sth/sb	family	have/start a family; nuclear family; extended family
difference	make a difference (to sth/sb); tell the difference (between); there's no/some/little/etc difference between	fashion	in fashion; be/go out of fashion; follow fashion; fashion model/show
direction	a change of direction; in the direction of sth; in this/that direction	fault	at fault; find fault with sth/sb
discussion	have a discussion (with sb) about/on sth/doing	favour	do/owe sb a favour; be in favour of
disguise	in disguise; wear a disguise; disguise yourself; disguised as sth/sb	feed	feed an animal/etc; feed on sth
dream	have a dream (about sth/sb/doing); daydream; dream of/about doing	fill	fill sth (up); filled with sth; full of sth
drink	make (sb) a drink; have a drink (of sth); drink sth; drink to sb; drink to sb's health; drink a toast to sb	fit	get/stay/keep/be fit; fit and healthy
duty	do one's duty; a sense of duty; on/off duty; have a duty to sb/to do	floor	on the floor; on the ground/first/second/etc floor
effect	have an effect (on sth/sb); take effect	food	make/prepare/cook/serve food; fast/junk food; pet food; health food
effort	make an effort (to do); put effort into sth/doing	fortune	make/earn/win/spend a fortune; cost (you) a fortune; make your fortune
end	in the end; at the end (of sth); come to an end; come to/reach the end (of sth); happy ending	friend	make/become/be/stay friends (with sb); best friend
enough	have enough (of sth); have enough sth (to do); enough is enough	fun	have/be fun; make fun of sb
exam	take/do/have/pass/fail an exam; sit (for) an exam	funny	find sth funny
example	be/set an example; an example of; for example; follow an/sb's example	fuss	make/cause a fuss (about sth/doing)
		go	your go; have a go
		good	do sb good; sth does you good; good for sb (to do)
		granted	take sth/sb for granted

Word patterns database

able	to do	compliment	sb on sth
absent	from sth	concentrate	on sth/doing
according	to sb	confuse	sth/sb with sth/sb; confused about/by sth/sb
accuse	sb of sth/doing	congratulate	sb on sth/doing
addicted	to sth	consider	sth/doing; consider if/whether; consider sb for sth; consider it strange, etc (for sb to do)
admire	sb (for sth/doing)	continue	sth/doing; continue to do; continue with sth
advise	sb to do; advise sb that; advise sb on/about sth; advise (sb) against sth/doing	convince	sb (of sth); convince sb to do; convince sb that
afford	to do	cope	with sth/doing
afraid	of sth/sb/doing; afraid to do	correspond	with sth/sb
agree	with/on/to sth; agree with sb; agree to do; agree that	covered	in/with sth
allow	sb to do; allow sth	criticise	sb (for sth/doing)
announce	sth (to sb); announce that	demand	sth (from sb); demand that
anxious	about sth/doing; anxious to do	deny	sth/doing
apologise	(to sb) for sth/doing	depend	on sth/sb
appear	to be	describe	sth/sb as; describe sth/sb to sb
apply	for sth; apply in writing	deserve	sth/to do
approve	of sth/doing; approve sth	differ	from sth/sb
argue	with sb; argue about sth/doing; argue that	difficult	to do; find sth difficult; find it difficult to do
arrange	sth (with sb); arrange for sb to do	disappointed	with/by sth; in sb
arrest	sb for sth/doing	discuss	sth/doing (with sb)
arrive	in/at a place; arrive here/there	doubt	sth; doubt that; doubt if/whether
ask	sb sth; ask sb to do sth (for you); ask about/for sth; ask if/whether	dream	about/of sth/sb/doing
associate	sth/sb with sth/sb	enjoy	yourself; enjoy sth/doing
attach	sth to sth; attached to sth	except	(for) sth/doing;
attack	sth; attack sb for sth/doing; an attack on sth/sb	expect	sth/sb (to do); expect that
attempt	to do	experienced	in/at sth/doing
avoid	sth/sb/doing	explain	that; explain sth (to sb)
aware	of sth; aware that	fail	to do
ban	sb from sth/doing; ban sth	familiar	with sth; familiar to sb
beg	sb (for sth); beg sb to do	famous	for sth/doing
begin	doing/to do/sth; begin by doing	fond	of sth/sb/doing
believe	sth; believe in sth; believe that; believe to be	force	sb to do sth; force sb into sth/doing
belong	to sb/sth	forget	to do; forget doing; forget about sth/doing; forget if/whether
benefit	from sth; a benefit of sth	forgive	sb for sth/doing
boast	of/about sth/doing (to sb)	free	to do; free from/of sth; free for sth
borrow	sth (from sb)	full	of sth
bound	to do	glance	at sth/sb
capable	of doing	glimpse	sth; catch a glimpse of sth
careful	with/about/of sth	good	for sb (to do sth); good at sth/doing; good to sb
cause	sth (to do)	guilty	of sth/doing
charge	sb with sth	happy	to do sth; happy for sb (to do sth); happy about sth/doing
charge	sb (for sth/doing)	hard	to do; hard doing
choose	between; choose to do	hear	sth/sb; hear about sth/sb; hear from sb
claim	to be/do; claim that	hope	to do; hope that
comment	on sth; make a comment (to sb) about sth	independent	of/from sth
compete	against/with sb; compete for/in sth	inform	sb that; inform sb about/of sth
complain	(to sb) (about sth/sb/doing); complain of sth	inject	sth into sth/sb

Word formation database

able	unable, (in)ability, disabled, disability	desire	(un)desirable
academy	academic, academically	develop	(un)developed, developing, developer, development
accept	acceptance, accepting, (un)acceptable, (un)acceptably	differ	different(ly), difference
accurate	accurately, inaccurate(ly), (in)accuracy	direct	indirect, direction, director, (in)directly
accuse	accused, accusation	discover	discovery
achieve	achievement	discuss	discussion
act	(in)active(ly), acting, actor, actress, action, (in)activity	disgust	disgusting, disgusted
add	added, addition, additional(ly)	distant	distantly, distance
addict	addicted, addictive, addiction	economy	economic, (un)economical(ly), economics, economist
advertise	advertisement, ad(vert), advertising, advertiser	edit	editor, editorial, edited
allergy	allergic	educate	education, educator, educational(ly)
allow	disallow, allowance, allowable	effect	(in)effectively
amuse	(un)amusing(ly), amusement	emphasis	emphasise, emphatic
announce	announcement, (un)announced	employ	(un)employed, (un)employable, (un)employment, employer, employee
anxious	anxiously, anxiety	end	endless(ly), ending, unending
appear	appearance, apparently	enjoy	enjoyment, enjoyable
apply	(in)applicable, applied, applicant, application	enter	entrance
appreciate	(un)appreciative(ly), appreciation	entertain	entertaining, entertainment, entertainer
argue	argument, argumentative	enthuse	(un)enthusiastic(ally), enthusiasm, enthusiast
arrange	rearrange, arrangement	environment	environmental(ly), environmentalist
arrive	arrival	equip	equipment, equipped
assist	assistance, assistant	evident	evidence, evidently
associate	disassociate, association, (un)associated	excite	(un)exciting, excited(ly), excitement
attend	attention, (in)attentive(ly), attendance, attendant	expect	(un)expected(ly), expectation, expectancy
attract	(un)attractive(ly), attraction	expense	(in)expensive(ly), expenses
aware	unaware, awareness	explain	explanation
beauty	beautiful(ly)	extreme	extremely, extremity, extremist
behave	behaviour	fail	failure, failing
belief	disbelief, believe, (un)believable, (un)believably	fame	(in)famous(ly)
benefit	beneficial	fashion	(un)fashionable, (un)fashionably
bore	boring(ly), bored, boredom	finance	financial(ly), finances
broad	breadth, broaden	fit	unfit, fitness
build	builder, building	forge	forgery, forger
care	careful(ly), careless(ly), (un)caring	fortune	misfortune, (un)fortunate(ly)
certify	certificate, certified	freeze	froze, frozen, freezing, freezer
comfort	discomfort, (un)comfortable, (un)comfortably	friend	friendship, (un)friendly
commerce	commercial(ly)	globe	global(ly)
communicate	communication, (un)communicative, communicator	great	greatly, greatness
compete	competition, competitor, competitive(ly)	grow	growth, grown-up, growing, grown, home-grown, grower
contain	container, content(s)	happy	unhappy, (un)happiness, (un)happily
converse	conversation	harm	harmful(ly), harmless(ly), (un)harm
convict	convicted, conviction	help	(un)helpful(ly), helpless(ly), helping, helper
convince	convinced, (un)convincing	honest	dishonest, (dis)honesty, (dis)honestly
correspond	correspondence	humour	humorous, humourless
create	creative(ly), creation, creativity, creator	ill	illness
crime	criminal	important	unimportant, importance, importantly
culture	cultural(ly), (un)cultured	improve	improvement, improved
current	currently	industry	industrial(ly), industrious(ly)
danger	dangerous(ly); endanger; endangered	inform	information, (un)informed, (un)informative
day	daily, everyday	inhabit	inhabitant
decide	decision, (in)decisive(ly), undecided	inject	injection
dedicate	dedicated, dedication	injure	injury, injuries
		intense	intensity, intensify, intensely

Соловова
Е.Н.

Солокова
И.Е.



4.

Как внести предложение и как планировать на будущее

Как внести предложение

Are you doing anything on Saturday night?
How about going out somewhere this evening?
I'm going for a walk. Would you like to join me?
Why don't we go to the seaside this weekend?
Let's eat out tonight!

Как согласиться с чьим-л. предложением

Good idea.
Thanks, I'd love to.
That's a great idea.
That would be lovely.
Why not?

Как не согласиться с чьим-л. предложением

(Are you doing anything on Saturday night?) Yes, I am. I'm going to the theatre.
Thanks for asking but I can't.
It's nice of you to ask but I've already promised to help George.
I'm afraid I'm busy tonight.
I'm sorry, I'm expecting some guests on Saturday.
This weekend is a bit difficult. What about next weekend?

Как назначить встречу

I'd like to make an appointment with ...
Do you think we could meet soon to discuss it?
Could we meet to talk about it?
What time shall we meet?
What time shall I pick you up?
Does Monday morning suit you?
Can you make it on Friday afternoon?
Monday's fine with me.
I'm afraid I can't make it then, but I could make Tuesday.

Как планировать на будущее

Shall we prepare some Chinese food?
What shall we bring?
Who's going to clean up afterwards?
I'll bring my CDs.
I'll bring some wine if you prepare the food.
I'll pick you up at 6 p.m.

1

Соотнесите предложения (1–9) с предложениями (a–i), чтобы получить мини-диалог. Подумайте о возможном продолжении разговора. Продолжите разговор с партнером.

- | | |
|---|--|
| 1. I'd like to make an appointment with Dr Simpson. | a) I hate restaurant food – I'll cook something for you. |
| 2. Why don't we go out on Saturday? | b) He's not available this week, I'm afraid. |
| 3. Are you working this Sunday? | c) I'm afraid I can't. |
| 4. How about a cup of coffee? | d) Six o'clock will be fine. |
| 5. Would you like to come to my party tonight? | e) No, thank you, I've already had one. |
| 6. Let's meet on Sunday then. | f) No, I'm afraid I can't make it on Sunday. |
| 7. Shall we eat out tonight? | g) No, I'm not, fortunately. |
| 8. Could we meet at lunchtime? | h) I'd prefer a bit later. How about 5 p.m.? |
| 9. What time shall I pick you up? | i) Saturday might be a problem. |

6.

Как высказать мнение

Как высказать мнение

*I sometimes think that more money should be spent on animal protection.
It seems to me that it is almost impossible to get there.
I believe that Africa is an exciting place to live.
In my opinion they should arrest him.
I think the film is quite interesting.*

Как не согласиться с чужим мнением

*That may be true, but ...
I'm not sure I agree with you.
Perhaps, but don't you think that ...
I can't agree with you there.
You can't be serious.*

1

Руководствуясь вашими взглядами, выразите согласие или несогласие со следующими утверждениями. Обращайте внимание на то, с кем вы говорите, и соответствующим образом используйте формулы вежливости.

1. A friend: *People should not be elected to parliament before they are 30.*

Agree: _____

Disagree: _____

2. A teacher: *Everybody should earn exactly the same amount of money, no matter what their job is.*

Agree: _____

Disagree: _____

3. Your grandfather: *Young people nowadays spend too much time and money on entertainment.*

Agree: _____

Disagree: _____

4. Your sister: *Boys are untidy, dirty and lazy.*

Agree: _____

Disagree: _____

5. A politician: *Taxes are unnecessary and should be abolished.*

Agree: _____

Disagree: _____

6. A stranger at a bus stop: *Buses in St. Petersburg always run on time.*

Agree: _____

Disagree: _____

Как согласиться с чужим мнением

*That's exactly what I think/what I wanted to say.
I couldn't agree more.
I agree entirely.
So do I.*

2

Двое друзей обсуждают типичные проблемы современного спорта. Разыграйте диалог с партнером, используя опоры. (См. также раздел «Как поддержать разговор», стр.14).

1. A expresses a negative opinion about the role of money in sport.
2. B interrupts politely and gives a counter argument.
3. A disagrees.
4. B gives an example of how sport helps to raise money for good purposes.
5. A changes the topic to children in sport.
6. B expresses a positive opinion about the influence of sport on children.
7. A agrees, but argues that professional sport does harm to kids.
8. B agrees and gives an example.
9. A expresses an opinion that sport is a waste of money and gives an example.
10. B interrupts and disagrees.

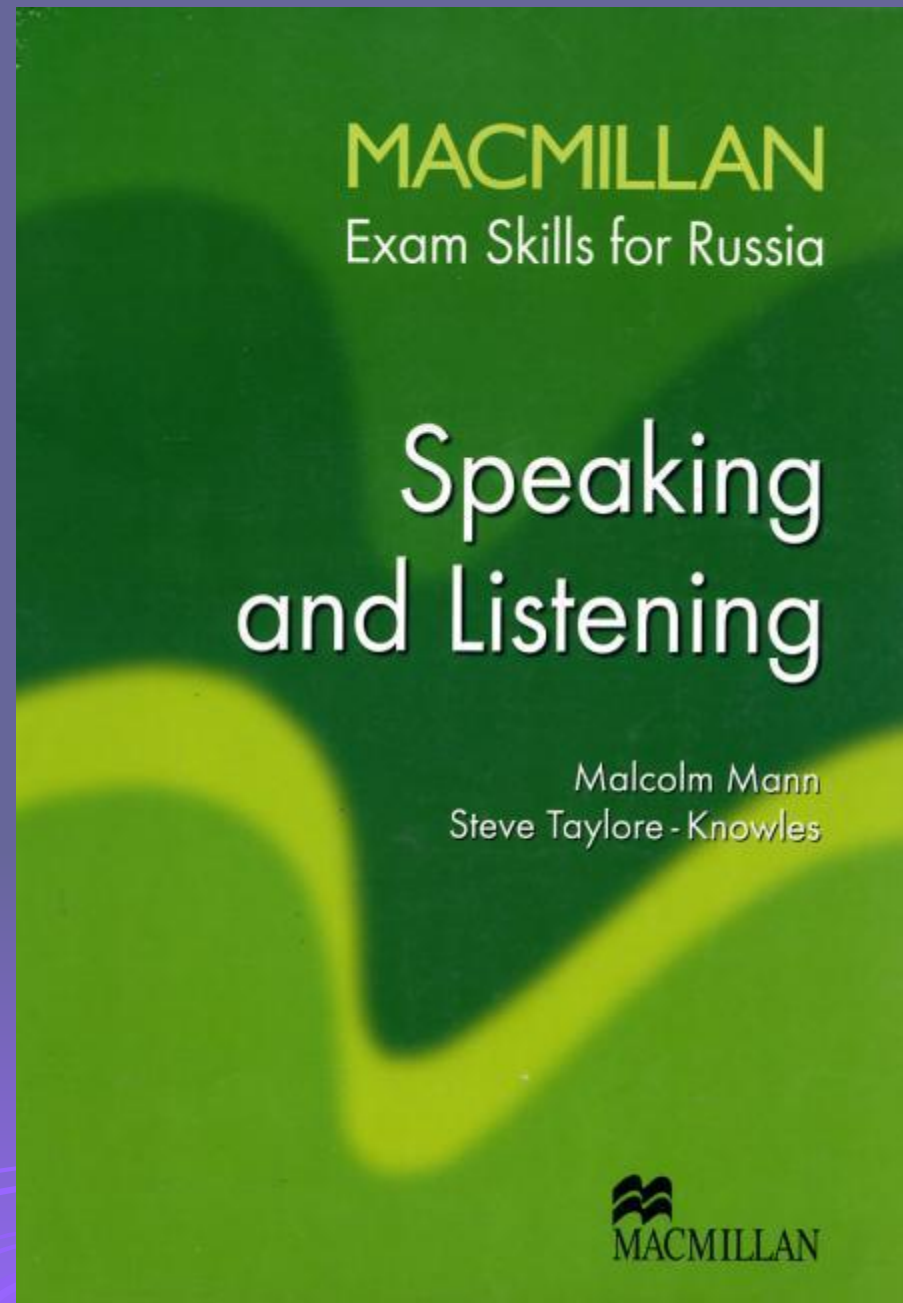
3

Обсудите с партнером приведенные ниже точки зрения. Старайтесь в разговоре друг с другом прибегать к вежливым формулировкам (См. также раздел «Как поддержать разговор», стр.14).

1. All adults should be allowed to buy guns.
2. Smoking in public places (restaurants, streets, bus stops etc) should be forbidden.
3. We ought to buy our children everything they want.
4. Doctors should always inform their patients if they are terminally ill.
5. Children should not be allowed to use computers until they are fifteen.
6. TV commercials lie and make people buy things they don't really need.

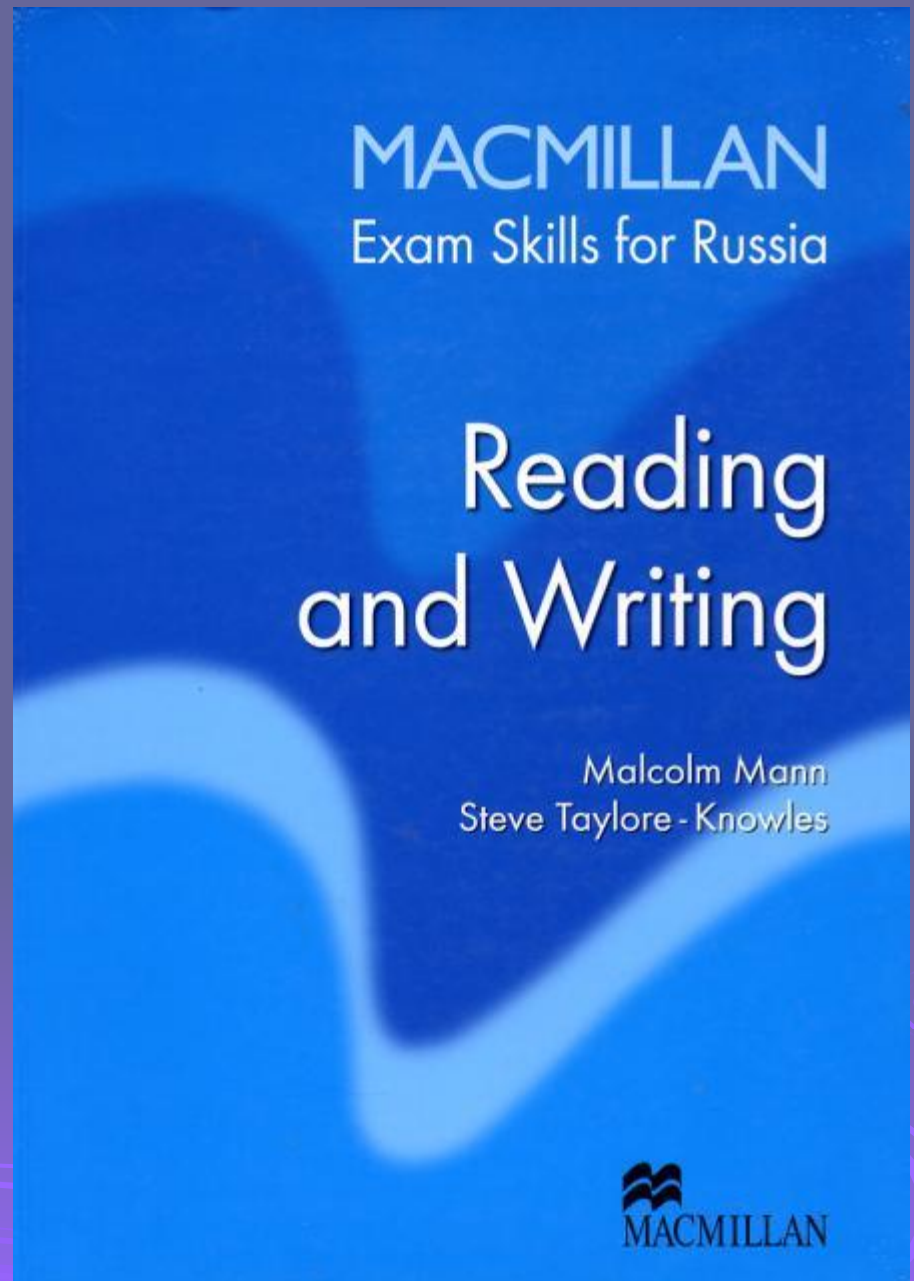
*Malcolm
Mann*

*Steve
Taylore-Kn
owles*



*Malcolm
Mann*

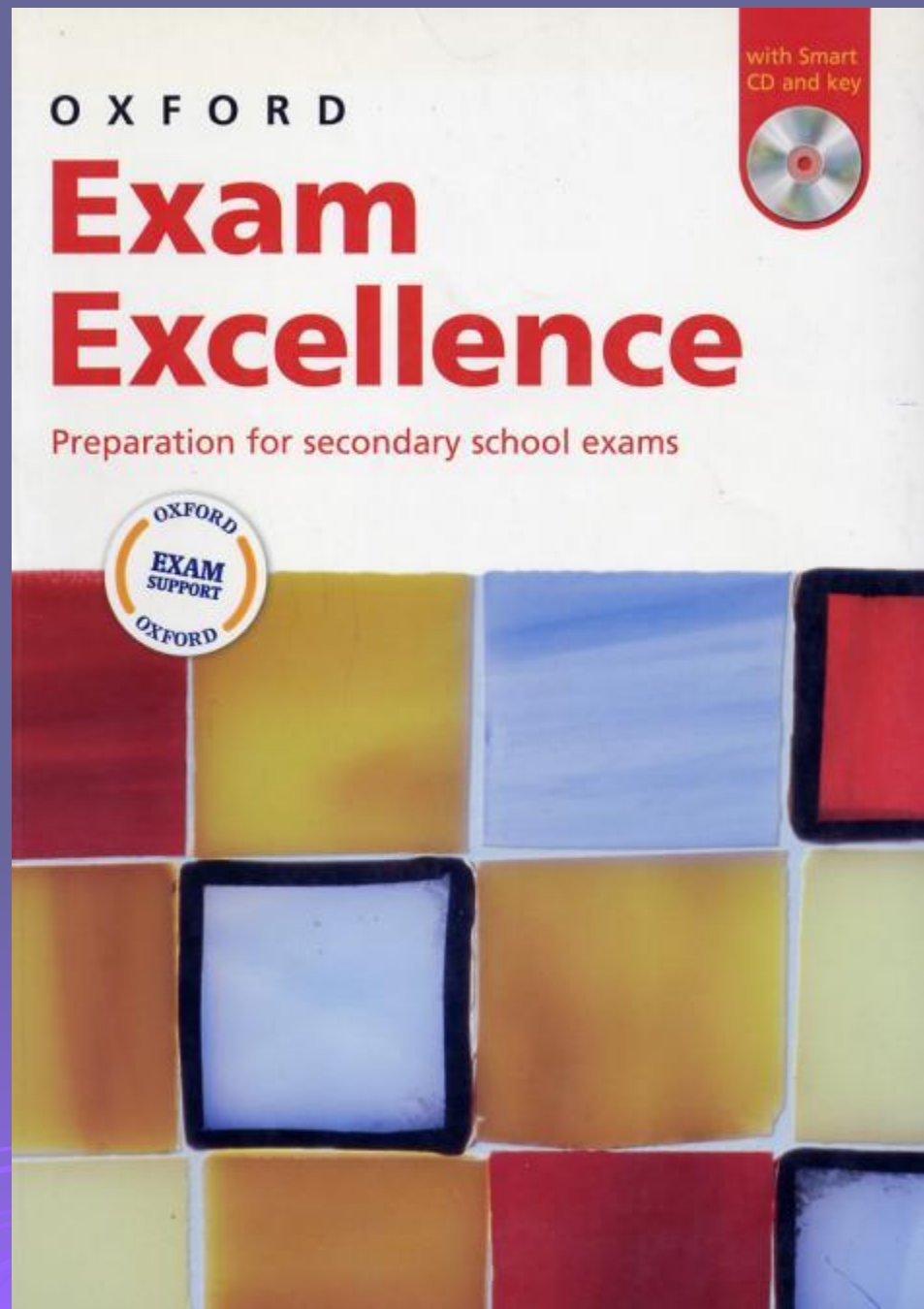
*Steve
Taylore-Kno
wles*



*Danuta
Gryca*

*Joanna
Sosnowska*

*Viktor N.
Simkin*



Из опыта подготовки к выполнению письменных заданий



ПРИЛОЖЕНИЕ 1
Единая шкала оценивания выполнения заданий C1, C2 раздела «Письмо»

Таблица 6

Баллы	Содержание	Организация текста	Лексика	Грамматика	Орфография и пунктуация
	K1	K2	K3	K4	K5
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно, с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст правильно разделен на абзацы; формат высказывания выбран правильно.	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	-
2	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, либо некоторые из них могут затруднить понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые незначительно затрудняют понимание текста.
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании или не соответствует требуемому объему	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

Примечания:

1. Критерий «Орфография и пунктуация» (K5) в разделе «Письмо» оценивается по шкале 0 – 2 балла.
2. Эксперты оценивают выполнение задания C1 по критериям K1 и K2. Задание C2 оценивается по критериям K1 – K5.
3. Если при проверке ответа ставится 0 за содержание, то это задание дальше не проверяется и за каждый критерий ставится 0 баллов.

ПРИЛОЖЕНИЕ 2. Личные письма (C1)

Таблица 7 (раздел II, тема 1, задание 3).

Дополнительная Схема оценивания задания С1 «личное письмо» (вариант1509)
(МАКСИМАЛЬНЫЙ БАЛЛ – 6)

Фно эксперта _____

Код эксперта _____

Номер бланка	1. Содержание								2. Организация								
	Ссылка на предыдущие контакты (Благодарность за полученное письмо)	Мнение по поводу diets выражено	Совет, как вести себя в данной ситуации, дан	Объем высказывания соответствует	Обращение (правильная форма в соответствии с неофициальным стилем)	Завершающая фраза (правильная форма в соответствии с неофициальным стилем)	Подпись (правильная форма, только имя пишущего)	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)	Логичность	Деление на абзацы	Средства логической связи	Обращение на отдельной строке	Завершающая фраза на отдельной строке	Подпись на отдельной строке	Адрес автора в правом верхнем углу (можно краткий)	Дата под адресом	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)
							</										

ПРИЛОЖЕНИЕ 3 (Письменные высказывания с элементами рассуждения-C2)

Таблица 11 (раздел II, тема 2, задания 2-5, работы 13-16)

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С2

(Максимальный балл – 14)

ФИО эксперта

Код эксперта

Код эксперта									
Номер бланка									
			</						

Personal / informal
letter.



Kate's Letter

8/23/04
Holiday Inn
Washington, D.C.

Dear Tanya,

I am writing to you to tell you about our stay in Washington, D.C. You have asked me to write about the US capital. So I am doing it in this letter. We really love the city. It is so green and so clean. It is situated on the Potomac River, on a piece of land called¹ the District of Columbia, which is why people call the US capital Washington, D.C. It is not the biggest city in the United States, but it is the most important.

The buildings are not very tall, the streets and avenues are straight, green and beautiful. The longest and the biggest avenues are named after¹ American states. We have already done the centre of the city. We have been to the White House and seen the Capitol. The Capitol is really great. This is where the United States Congress meets and makes laws.

The building of the White House is very beautiful with tall columns and the flag on the roof. It is the US president's residence. This is where the president lives and works. It is one of the most famous buildings in the world. Its name comes from the fact that it is a white house. Tourists can't see the part where the president lives, but they can see the Red Room, the Blue Room and the Green Room and some other rooms. By the way, the city is famous for its museums. I have been to the Natural History Museum but I haven't seen the others yet.

Love,
Kate

1 Look at the letter below, read it and answer the questions after it.

Heading —————→ { 43 Hill Road
Newcastle
NE 3889 U
UK
March 31, 2007

Greeting —————→ *Dear Ann,*

Body —————→ { *I have great news! I am going to
spend the last month of my holidays on my
grandparents' farm. You and I will see each
other soon and will be able to have a lot of
fun together. I am really excited. We will
swim in the lake and go boating. Maybe we
can ride horses.
Write soon. Let me know how your
French is going. See you in August!*

Closing —————→ *Your friend,*

Signature —————→ *Julia*

Образцы писем и рекомендуемый языковой репертуар

Личное/Неофициальное письмо (personal/informal letter)

Экзаменационное задание

You are going to England for holiday. You would like to stay for a few days at your English friend's. Write a letter and ask if it is possible.

- Describe briefly your holiday plans.
- Present your request.
- Say how long you would like to stay.
- Express hope for her return visit to Russia.

Write 120–150 words.

Образец ответа

The sample letter is written on a piece of paper with a faint background pattern. It is addressed to Carol. The letter is divided into several parts, each with an annotation box pointing to it:

- Обращение:** Dear Carol, (Annotation: Dear + имя)
- Первое предложение:** I haven't heard from you for some time but I hope your exams are over now and you can start relaxing! (Annotation: Первое предложение: Короткое предложение, обращенное к адресату.)
- Основное содержание:** I've just passed my school-leaving exams and now I'm getting ready for the entrance exams for the University. Still, I'm already making plans for the holidays. They look quite exciting: I'm going to hitchhike across England and Wales for three weeks. I can't wait! (Annotation: Основное содержание)
- Чертые неофициального стиля:** That's why, I'd like to ask if I could come to visit you for some time. Today it's hard to say when exactly, but it will probably be mid-August. I would like to stay for two or three days. Please let me know if it's OK with you. (Annotation: Черты неофициального стиля: краткие формы, восклицания)
- Заклучение:** I do hope I'll be able to see you at my place in Russia some day, too! (Annotation: Заклучение: Привет другим людям, подпись – ваше имя)
- Подпись:** Give my love to Tom. All the best, XYZ (Annotation: Черты неофициального стиля: краткие формы, восклицания)

Характерные черты личного письма

■ Структура

1. **Обращение:** начинайте с *Dear XYZ* или *Hi, XYZ*, после обращения поставьте запятую.
2. **Введение:** напишите короткое предложение, относящееся к адресату: *It was so good to hear from you.*; *Thanks for your recent letter.*; *I'm so sorry I haven't written for so long, but...*
3. **Заключительная фраза:** в коротком предложении попросите адресата передать привет кому-либо: *Give my love/regards to...*, и выразите надежду на встречу или получение ответа: *Looking forward to seeing you/hearing from you*. Закончите письмо

выражениями: *All the best*; *Love* и подпишите письмо.

- **Абзацы:** каждый абзац следует посвящать одной теме или одной определенной информации.
- **Развитие содержания:** расширьте каждый пункт задания. Примером такого расширения может служить фраза в конце первого абзаца *I can't wait!*
- **Язык и стиль:** используйте краткие формы (*I'm, I can't*) и особую пунктуацию типа восклицательных знаков; также используйте обороты и выражения, характерные для разговорной речи (*if it's OK with you*).

Dear Jane,

1► How are you doing?

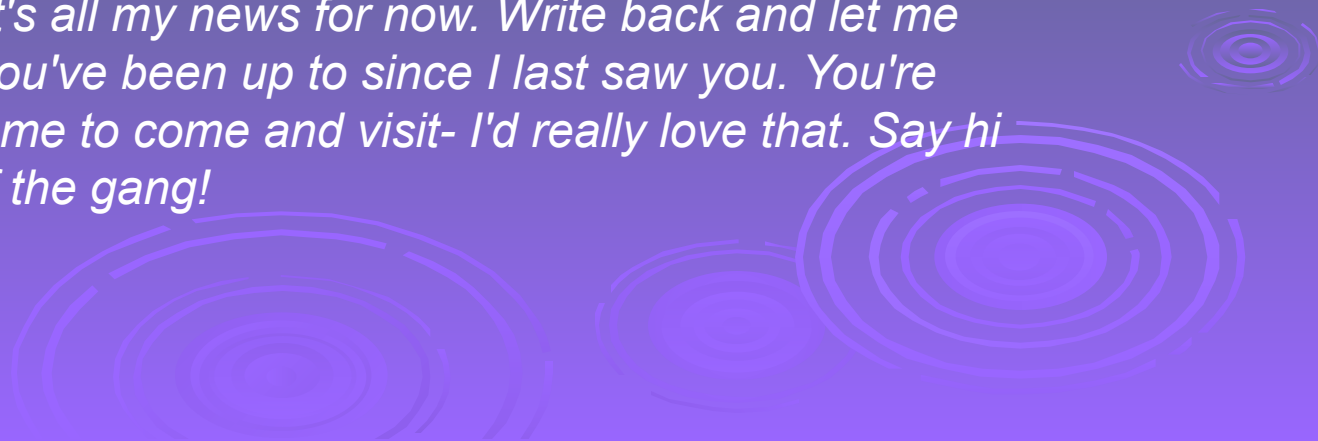
I'm really well, but it's taken me a while to settle in. It's been for months now since I moved, so I thought I'd drop you a line to let you know how I've been getting on.

2► *Dublin is a really exciting city! There's always something going on. In fact, there are so many cafes, cinemas, sports faculties and shopping centres that it's sometimes difficult to decide what to do! There are lots of interesting people here, too. Even though I've only been here for a short time, I've already made quite a few new friends.*

3► *I'm really enjoying life here, but I still miss Ashby from time to time. It's more industrial here and there are a lot more traffic jams and crowds - I have to be really careful when I'm riding my bike! What I miss most though is my old friends - especially you!*

4► *Well, that's all my news for now. Write back and let me know what you've been up to since I last saw you. You're always welcome to come and visit- I'd really love that. Say hi to the rest of the gang!*

Yours,
Fiona



We write informal letters to friends and relatives we know well, or to people our own age. An informal letter should include:

- an informal greeting such as Dear/Hi + person's name or just Hi!*
- an introduction with opening remarks, e.g. How are you? I'm fine but I've been really busy, etc. and your reason for writing.*
- a main body containing the main point(s) of the letter.*
- a conclusion with closing remarks, e.g. That's all for now. Write back soon.*
- an informal ending, e.g. Love from/Lots of love/See you soon/Best wishes/Yours + your name or just your name.*

Each paragraph should have a topic sentence followed by appropriate supporting sentences.

Informal letters should be written in an informal style. That is: everyday vocabulary (e.g. It's taken me a while to ...), short forms (e.g. I'd, I've, there's), colloquial expressions/idioms (e.g. I thought I'd drop you a line ...), phrasal verbs (e.g. settle in, getting on).

Dear Sarah,

1► Hi! How are you? I've been so worried about you since I got your letter. Thought I'd drop you a line to help you out.

2► It's great that you've made some new pals, but they don't sound very good company, if you ask me. No one has the right to tell you how you should look and dress!

3► Also, I don't like the idea of you bunking off school just because your friends think it's cool. Why not tell them that you can meet up after school instead?

4► Well, I hope it all works out for you. Write back and tell me what happens!

Lots of love,

Katy



Informal letter

- Put your address in the top right corner. We often leave this out.

- Write the date.

- Start with Dear and the name of the person you're writing to.

- If you're writing a reply, thank the person for their letter or anything else they sent you.

- Use informal language to write your letter.

- Finish with a friendly expression:
(Lots of) Love, (to family and close friends)
Take care, (to friends)
Best wishes,
All the best,

- Sign your name. First name is usually enough. Close friends sometimes put XXX (= 'kisses') at the end of their letter.

4, Esterházygasse 19
A-1060 Wien
Austria

30 June 2006

Dear Daniel

Thanks a lot for the dictionary you sent me. It's going to be a great help in my exams!

How are you? I hope you're well and that you're looking forward to your holiday. What are your plans for the summer?

As for me, in August I'm going to spend a week at my grandmother's house at Lake Balaton in Hungary. Can't wait to see her, she's my favorite member of the family! And she makes delicious cakes, too. And Anke, my German friend from the language course, is coming to visit me before that, in July.

Anyway, the real reason I'm writing is that I had a great idea. You mentioned that you'd never been to Austria, and I was thinking, how would you like to come and visit Vienna next month? I just saw this special deal at a small hotel near the Westbahnhof, and if you give me your email address, I can send you the link to their website.

Let me know what you think! It would be great to see you again, and I could show you all the beautiful things in my hometown.

Write soon.

Take care,
Karin

MORE USEFUL PHRASES:

Thanks for your letter.
It was great to hear from you.
I'm sorry I haven't written for ages / for so long.
It was a nice surprise to hear from you / to receive your letter.

Write soon.
Keep in touch.
Give my regards / love to your parents / Anke.
Regards,
All the best,
(Lots of) Love.

43, St Catherine Street
Montreal, PQ
M3B 2Y7
Canada

Dear Pierre,

I'm Tony Philips and I'm seventeen years old. I'm a student and I live in Montreal, Canada. I'm tall and slim with short dark hair and brown eyes.

There are seven of us in our family; my grandparents, Steve and Sally, my parents, Joe and Kate, my sister, Liz, aged nine, my brother, Leo, aged six, and of course, me. My father is a surgeon. He works at the local hospital and my mother is a teacher in a primary school. We live in a big house about twenty minutes from the city centre.

In my free time, I love playing computer games and listening to rock music. I'm an MTV maniac. My favourite group is Guns'n'Roses. Do you like them? I also like going to the cinema. I go to the cinema every Saturday. I don't like going to the theatre, though.

Well, that's all about me. Write back and tell me about yourself.

Best wishes,
Tony

Plan

Dear, + (your pen-friend's first name),

Introduction

Para 1: Say who you are, how old you are, what your occupation is, where you live and what you look like.

Main Body

Para 2: Talk about your family (members, ages, jobs) and your house.

Para 3: Say what you like/don't like doing.

Conclusion

Para 4: Ask your pen-friend to write back soon.

Best wishes,
(your first name)

6 Greenway Road
Wethersham
6 May,

Dear Sarah,

I've got some great news. Richard and I are going on holiday for a whole month. Guess where — Hawaii!

We're leaving on 1st June. We both love swimming, so we're going to stay at a fabulous hotel right next to the beach. I'm going to relax as much as possible because I'm quite tired after working hard all this year.

We're coming back from our holidays on 30th June, and I've got lots of plans for the rest of the summer. First, I'm going to work at a café because I want to earn some extra money and buy a new car. I'm also going to join a gym to lose some weight. Finally, I want to find a better job in autumn, so I'm going to start a computer course.

Oh, I nearly forgot! On 16th August we're having a garden party to celebrate Richard's birthday. Please try to come. You're welcome to spend the night here.

Well, that's all for now. Hope to see you soon.

Love,
Jenny

Plan

Dear + (your friend's first name,)

Introduction

Para 1: reason for writing the letter



Main Body

Para 2, 3: your plans & intentions with reasons



Para 4: your arrangements - invite him/her
to your house for a special event



Conclusion

Para 5: closing remarks (eg. See you soon.)

Love,
(your first name)

Dear Rachel,

I was sorry to hear about the disagreement between you and your parents. I think I can give you some advice, though, that may make things better.

First of all, you 1) ought to remember that your parents love you very much and will be proud of you whatever you do. They may want you to become a doctor now, but if they see you succeed in another field they will be satisfied.

2) If I were you, I would have a serious talk with them. The best thing you can do is explain to them that, since you are not interested in medicine, you would never be a good doctor.

3) You should also tell them that if you study art, you will have the possibility of teaching or working in advertising as well as doing your own work.

4) I hope my advice is of some help to you. I will be waiting to hear how things turn out Remember to think positively!

Love,
Aunty Rosie

24, Lancaster Terrace,
Heath field,
W. Sussex
16 January, 1997

Dear John,

Just thought I'd drop you a line to congratulate you on your promotion. Lynda told me about it yesterday, and I can only say how pleased I am — though not surprised.

Considering what a hard-working and dedicated policeman you've been, it's only logical that they should decide to promote you to Detective Sergeant. I'm sure your part in solving that series of burglaries had an influence as well. It takes a special talent to solve a complicated case like that, and obviously you have it. I hope in your new role you'll have the chance to prove yourself again and again - not that I hope there's lots of crime, but you know what I mean.

Once more, congratulations. Hopefully we can get together soon and celebrate a bit. Give my love to Delia and the kids, and write soon.

Regards,
Dave

Paragraph Plan for Letters

Greeting



Introduction: Paragraph 1 reason(s) for writing



Main body. Paragraphs 2,3 development of the subject



Conclusion: Final paragraph closing remarks



name

Note: Friendly letters have only one address (yours) whereas formal letters have two (yours and the recipient's). Friendly letters begin with **Dear + name** and end with **Love, Yours, Best Wishes + name**. Formal letters begin with a) **Dear Sir/Madam** and end with **Yours faithfully + full name** or b) **Dear Mr/Mrs + surname** and end with **Yours sincerely + full name**.

The characteristics of **informal style in letters** are:

- the greeting {*Dear John, Dear Mum*}
- informal language and style (idioms, colloquial English)
- abbreviated forms, pronouns omitted
- the closing remark (*Yours, Love, Best Wishes, Regards, Michael*)

Фразы и выражения, рекомендуемые при написании различных писем личного характера

Письмо с извинениями (Letter of apology)

- *I'm really sorry that I forgot about ...; I'm writing to apologise for...*
- *I'm so sorry I couldn't make it...*
- *It will never happen again ...*

Письмо-приглашение (Letter of invitation)

- *I'm writing to invite you to ...*
- *I'm having a party...; Would you like to come?*
- *I hope you'll be able to join us/to make it.*

Письмо-просьба (Letter of request)

- *I'm writing to ask you for your help/to do me a favour.*
- *I wonder/was wondering if I could ask you to ...*
- *I would be so/terribly/really grateful if you could ...*

Благодарственное письмо (Thank you letter)

- *I'm writing to thank you so much for...*
- *The party was great/fantastic ...*
- *It was very kind/nice of you to ...*

Письмо-поздравление (Congratulations letter)

- *I'm writing to congratulate you on passing your exams ...; Congratulations on ...!*
- *You really were the best...; You deserved...*

Письмо-информация (Letter of information)

- *This is just to let you know that...; I'm just writing to tell you that...*
- *You must be wondering what's happened to us all., Here's our news at the moment...*

*Письменное задание с
элементами рассуждения*

*Argumentative compositions
(for and against)*

The bottom of the slide features several decorative concentric circles in a lighter shade of purple, resembling ripples in water. There are three main groups of circles: a large one on the left, a medium one in the center, and a large one on the right. A smaller, single circle is located in the upper right corner.

Should cars be banned from city centres?

1► Most people would agree that cars have made our lives much easier. They have, however, brought many problems as well. Many people now believe that there should be a total ban on cars from our city centres. Undoubtedly, this suggestion has both advantages and disadvantages.

2► There are many positive aspects to banning cars from city centres. To begin with, it would help to drastically reduce air and noise pollution. This is extremely important, especially as the carbon dioxide from car exhausts is seriously harming the environment and our health. In addition, it would probably reduce the number of accidents and generally make the city centre a more pleasant place to be.

3► On the other hand, banning cars totally from city centres would have its disadvantages. Firstly, it would inconvenience millions of people. Cars are faster and more comfortable than public transport and do not follow fixed routes. Also, it is likely that public transport would be much more crowded. If cars were not allowed access to all parts of cities then more people would use public transport.

4► All things considered, although there are many advantages to using cars in city centres, there is no excuse for people not to use public transport more often than at present. For this reason, I strongly argue that it would be better in the long run if cars were banned from city centres.

The Pros and cons of Using the internet

- 1► Advertisements for the Internet promise you a world of information, **entertainment**, on-line shopping and e-mail services. (1)....., the real world of the Internet may not be as perfect as the advertisements **suggest**.
- 2► Using the Internet offers many advantages. (2)....., all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net **in search of** information from all over the world than to travel to **libraries** in **dozens** of countries. (3)....., on-line shopping makes it possible to search through **catalogues** to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4)....., e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.
- 3► (5)....., the Internet has several disadvantages. (6)....., with so much information available, finding what you want can take you hours. **Multimedia** web pages with photographs, music and video are attractive, (7)..... they make downloading slow and boring. (8)....., there is too much advertising instead of real information. As for Internet **friendships**, sitting at home in front of a computer making '**chat friends**' is not the same as actually meeting people.
- 4► (9)....., the Internet **obviously** has both good and bad points. Fortunately, the system is improving all the time, and any problems which still **exist** can **be solved**. **Whether we like it or not**, the Internet is here to stay, so we have to make the best possible use of it.

The Pros and Cons of Teleworking

1 It allows people to work from home using their telephones, modems and computers and communicating with their employer and co-workers through the Internet. Teleworking can make the way we work easier and less stressful, **but/in conclusion** at the same time, it can cause several problems.

2 **However/Firstly**, it allows employees to work in the relaxed atmosphere of their homes. This means that they can plan their working day in a more productive and convenient way. **Also/In conclusion**, teleworking is less time-consuming. People do not need to commute to their jobs and, as a result, they have more time to work effectively. **For example/ Finally**, teleworking can have a positive effect on the environment. If people in large cities work from home and stop using cars and buses, there will be less traffic and therefore less pollution.

3 **For example/But**, some employees find it difficult to concentrate at home. This problem actually makes their work harder and more stressful. **However/What is more**, people who work at home may feel lonely at times, because they are not involved in the everyday life of an office. This can lead to unhappiness and boredom.

4 It may have a few disadvantages, but I believe it not only offers people the opportunity to work in a new and original way, but it benefits our environment too.

A

1 Computers can do certain tasks much faster than people.

2 Computers don't make mistakes.

3 Computers don't need to be paid for the work they do.

4 In many industries, computers may replace people altogether

5 Computers do not have personalities or feelings.

B

A As a result, employers can reduce their workers' workload and increase their wages.

B This could lead to high unemployment.

C This means that they can do the time- ' consuming tasks while workers concentrate on other tasks.

D This means that they can't judge people's characters or help people with emotional problems.

E Therefore they can be used to help workers such as air-traffic controllers or surgeons whose work is dangerous or demanding.

Plan

INTRODUCTION

Para 1: state topic



MAIN BODY

Para 2: list the Advantages and give reasons

Para 3: list the disadvantages and give reasons



CONCLUSION

Para 4: restate the fact that there are both advantages and disadvantages

Have you ever considered becoming a? There are many advantages and disadvantages to doing this kind of job.

One of the main advantages of being a.....is that.....because.....Furthermore,as

However there are disadvantages to becoming a..... Firstly,because.....In addition to this.....as.....

All things considered, becoming a.....is a good idea, as long as you are aware of the drawbacks.

•An argumentative composition is always a formal, impersonal piece of writing in which you are expected to consider a topic from opposing points of view and give a balanced consideration or your opinion. Personal expressions such as *I believe* or *I think* should **only** be used in the **final paragraph** where you can give your opinion.

•A good argumentative essay (for/against) should consist of:

- a) **an introduction** in which you state the topic.
- b) **a main body** which consists of two paragraphs. The points **for**, with your justification, appear in one paragraph and the points **against**, with your justification, appear in another paragraph.
- c) **a final paragraph** in which you sum up the arguments and give a balanced consideration or your own opinion.

Points to remember

- Decide on the points for and against the topic before starting your composition.
- Never write an argument for or against a topic without supporting it with justification, e.g. *One disadvantage of driving a car is that it creates pollution. This is evident from the poor air quality found in cities where there is a lot of traffic.*
- Do not use short forms or strong personal expressions.
- Each paragraph should start with a sentence (**topic sentence**) which summarises what the paragraph is about, e.g. *There are many advantages to owning a car. To begin with, it allows you..., However, owning a car has a number of disadvantages as well. Firstly, you need to..., etc.*
- The use of linking words is absolutely necessary when writing an argumentative composition:

To introduce points: Firstly/To begin with/In the first place, One point in favour of/against is/One advantage of... is/One disadvantage of... is, etc.

To add more points: Secondly/What is more/Furthermore/A further advantage of..... is, etc.

To make contrasting points: However/On the other hand/ Although/In spite of, etc.

To conclude: To sum up, In conclusion/On balance/All things considered, etc.

introduction

Paragraph 1

state topic

Main Body

Paragraph 2

*arguments for &
justification **

Paragraph 3

*arguments against &
justification **

Conclusion

Final Paragraph
balanced

consideration/opinion

If you feel that there are more arguments for than against a topic, give those before the final paragraph to lead the reader to a proper conclusion.

BEGINNING ...

- 1 Did you ever dream of becoming a doctor when you were young? Although it can be a very rewarding career, being a doctor also has its drawbacks.
- 2 Imagine going to school all day long and then having to work as well. Many young people decide to attend school and have a part-time job at the same time. This can have both advantages and disadvantages.
- 3 Cooking is something that few of us have time to do in today's fast-moving world. But does eating out really have as many advantages as people think it does?

... ENDINGS

- A It is up to each individual to decide whether he or she would Benefit from working and studying at the same time. However, isn't it a pity that many simply have no choice due to poor financial situations?
- B On balance, the life of a doctor can be both exciting and very demanding. No t everyone is suited for it, especially as it is not a profession with room for mistakes.
- C All in all, while eating out does have its advantages, it is not something we should make a habit of. Perhaps we should all try to make time in our lives to eat properly.

Argumentative – Expressing Opinion



A 3 In addition to this, teenagers who have a job earn their own money and this has several advantages. Parents who are perhaps struggling financially, for example, will no longer need to find pocket money for their son or daughter. Furthermore, when teenagers earn their own money, they are usually more careful when deciding how to spend it. In this way, they learn how to handle money responsibly.

B 1 Is it a good idea for teenagers to have part-time jobs while they are still at school? In my view, teenagers who have part-time jobs than just money from their experience. I believe, therefore, that both parents and teachers should encourage teenagers to work part-time.

C 5 To conclude, the way I see it, teenagers learn both responsibility and independence through a part-time job. Why not learn some important life lessons at an early age? After all, as they say, *"Today's teenagers are tomorrow's adults."*

D 2 To start with, getting a job teaches young adults early in life how to become reliable individuals and citizens. An employer expects you to do your job well, and when someone depends on you, you feel a sense of responsibility. Moreover, a part-time job can teach valuable skills essential for your future career, such as learning to be on time, handling money and dealing with customers.

E 4 On the other hand, some people argue that it's unwise for teenagers to work while still studying. In particular, they fear that having a job can take up too much time and cause a student's school work to suffer seriously.

Do dogs make good pets?

1► You've decided to add a pet to your family — but what pet is right? **I think** that the person who said that a dog is "man's best friend" is absolutely right. In my opinion, dogs make perfect house pets.

2► **First of all**, dogs make wonderful companions. They always show their happiness as soon as their owner walks through the door, by wagging their tail and jumping up and down excitedly. They are playful and extremely loyal to their owners, so they are good company for the elderly and for children.

3► **Furthermore**, trained dogs are useful to their owners. They are easy to train as watchdogs to guard your house and family, making you feel safe and secure. They can also be trained as guide dogs for the blind. They can be taught all sorts of tricks — even to collect the morning newspaper!

4► **On the other hand**, dogs need a lot of attention. They need to be fed and brushed, and taken for their daily walk or regular visit to the vet. **However**, this is a small price to pay in exchange for their friendship and loyalty.

5► **All in all**, although having a dog can be tiring, I **believe** that they are the best pets. Spending a little time with your dog every day will certainly win you a "best friend" for life.

The way we work will obviously change a lot in the future, but will these changes be for the better or for the worse?

1) To my mind, most of the changes will be for the better. Robots will be doing the most boring jobs, which means that people will be free to use their creative abilities. **2) In contrast**, if this happens there will not be enough jobs for everyone to do and, **3) as a result**, unemployment will increase. Most people will work at home in the future. This will reduce pollution, **4) because** people will not have to drive to work. Unfortunately, those who work at home may feel lonely because they won't be able to socialize very easily.


I think that, **5) despite** the disadvantages, work in the future will be better because we will have more time to spend with our family and friends.



Plan

INTRODUCTION

Para 1: How will a child feel when he opens his eyes in the year 2050? I think life will be very different then.



MAIN BODY

Para 2: state optimistic predictions and reasons



Para 3: state pessimistic predictions and reasons



CONCLUSION

Para 4: In conclusion, whatever the future brings, I believe that children's lives will certainly be very different in the year 2050.

Compositions expressing opinions are formal in style. Unlike for/against argumentative essays, this type of topic asks for your own opinion, which should be clearly stated and supported by reasons. A good argumentative composition expressing opinion should consist of:

- a) an **introduction** in which your opinion is clearly stated,
- b) a **main body** which can consist of two or more paragraphs. Each viewpoint, supported by a logical reason, should be presented in a separate paragraph. The opposing viewpoint is mentioned in a new paragraph. In the same paragraph you might include a lead-in opinion to your conclusion.
- c) a **conclusion** in which you sum up your viewpoints and re-state your opinion.

Points to remember

Never start writing your composition before making a plan.

Each paragraph should start with a topic sentence which summarises the paragraph.

Each viewpoint should be joined to the others with linking or sequence words e.g. in the first place, to start with, what is more, also, furthermore, besides, apart from this, it is argued that, etc.

Useful Words and Phrases

To list viewpoints: Firstly, In the first place, To begin with, Secondly, Thirdly, Finally, etc.

To add viewpoints: both...and, What is more, not only...but also, In addition, Furthermore, Besides, not to mention the fact that, etc.

To present the other side of the argument: Contrary to what most people believe, As opposed to the above ideas, Some people argue that... etc.

To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, I feel that, It seems to me that, etc.

Introduction

Paragraph 1

state topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 and reason

Paragraph 3 *

viewpoint 2 and reason

Paragraph 4

give the opposing viewpoint and reasons

Conclusion

final Paragraph

restate your opinion, using different words

** you may include more viewpoints, and therefore more paragraphs in the main body*

BEGINNINGS . . .

- 1 Spending one's summer holiday climbing in the mountains of Tibet or white-water rafting may not be everyone's idea of fun, but adventure holidays are becoming extremely popular. They have both their good and bad points.
- 2 Becoming a vegetarian is a choice that many people are making after recent health scares. The question is, does being a vegetarian have a positive or negative effect on one's health? I believe that it can do more harm than good.
- 3 A scene unfolds before one's eyes of yet another miracle of nature: a baby elephant being born. If it were not for television, this is something we might never see and for this reason I feel that TV plays an important role in education.

. . . ENDINGS

- A To sum up, I believe that television should continue to play a role in education. Well-made programmes can give us a broader view of the world and can teach us about things which are outside our everyday experience.
- B All in all, whether you will enjoy an adventure holiday or not depends on the type of person you are. Taking holidays of this kind should be carefully considered, because they are not for the faint-hearted!
- C In conclusion, I feel that vegetarians could suffer from health problems if they do not have a healthy, nutritious diet. However, everyone must decide for themselves which lifestyle choice suits them best.

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4 It may have a few disadvantages, but I believe it not only offers people the opportunity to work in a new and original way, but it benefits our environment too.

The way we work will obviously change a lot in the future, but will these changes be for the better or for the worse?

1) **To my mind**, most of the changes will be for the better. Robots will be doing the most boring jobs, which means that people will be free to use their creative abilities. 2) **In contrast**, if this happens there will not be enough jobs for everyone to do and, 3) **as a result**, unemployment will increase. Most people will work at home in the future. This will reduce pollution, 4) **because** people will not have to drive to work.

Unfortunately, those who work at home may feel lonely because they won't be able to socialize very easily.

I think that, 5) **despite** the disadvantages, work in the future will be better because we will have more time to spend with our family and friends.

Computers: A blessing or a curse?

Almost every home, office or school has a computer of some kind these days. Many people feel that these machines are now an essential part of our lives, but how necessary are they really?

One of the main advantages is the time that can be saved by using a computer. This is especially beneficial in the workplace, where employees can do their work far faster than they could in the past. In addition to this, computers can be educational and fun. From a very young age, children can gain basic computer skills through programmes that allow them to learn, draw, paint and play. In today's technological world, this knowledge can only help them in the future.

However, there are various negative aspects to using computers. Many jobs have been lost due to the fact that computers can do a lot of tasks more efficiently than humans. This has led to high unemployment in many countries. What is more, computers can actually cause health problems. Endless hours in front of a screen can cause eye strain and headaches, which are serious side-effects.

To sum up, it seems that computers are a useful addition to our fast-moving world of high technology. However, it must be remembered that they are here to serve us - not to replace us.

Your teacher has asked you to write a composition on the topic "Are computers a necessity?"

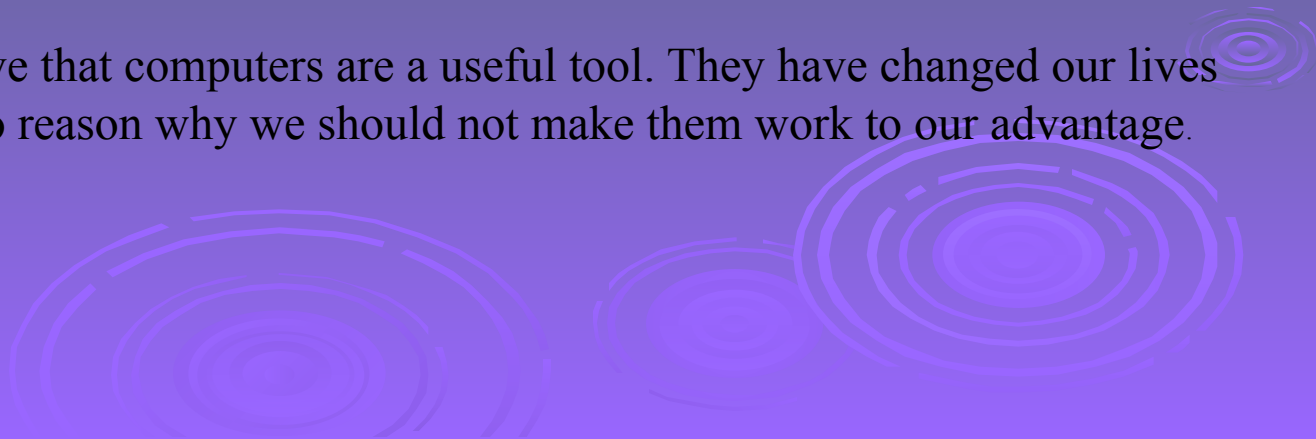
Computers play an important role in the lives of most of us today, whether we realise it or not. Some people, however, are beginning to ask if we really need them. In my opinion, computers have become a necessary part of modern life.

In the first place, computers can save a lot of storage space. Storing information on computer disks is one of the most efficient ways of keeping data. One computer disk can hold the same amount of information as several books.

Furthermore, computers save everyone a lot of valuable time. Stored information can be found at the touch of a button, whereas searching for it manually takes much longer. Therefore, our everyday lives are made easier - from going to the bank to doing the shopping.

Nevertheless, there are those who claim that computers are unnecessary and make our lives more complicated. They argue that in the past we managed very well using other methods and that we have become too dependent on computers. However, they fail to consider that the time saved by using computers for repetitive tasks enables us to use our own time more creatively and productively.

All in all, I strongly believe that computers are a useful tool. They have changed our lives for the better and there is no reason why we should not make them work to our advantage.



One of the most controversial issues today is...
The majority of people suppose that...
Their opponents believe that...
Let us consider both points of view. Who is right?
On the one hand there are many advantages to...
Firstly...
Secondly...
Thirdly...
On the other hand there many disadvantages...
To begin with...
In addition...
Contrary to what other people believe...
To sum up...
Whether we like it or not...
We should make the best use of it...
All things considered...
The way I see it...
Why not start using...
After all...



Пояснительная записка к презентации «Из опыта работы по подготовке к ЕГЭ по английскому языку в 2011 году» учителя МОУ СОШ 1 п., Новозавидовский Конаковского района Тверской области Горюновой Галины Викторовны (прилагается к презентации, печатается в сокращении)

1. Общие сведения о ЕГЭ по иностранным языкам.

ЕГЭ по иностранным языкам проводится с 2003 года. Кажется, что уже достаточно времени, чтобы был накоплен необходимый опыт.

К сожалению, трудностей по-прежнему много. Нелогично получилось с разделом «Говорение», который был введен, затем изъят, затем планируют вернуть в экзамен снова.

Поскольку экзамен по иностранному языку является экзаменом по выбору, у учителя есть возможность заблаговременно сориентировать учащегося по количеству баллов, которое он может получить на экзамене в случае, если ведется планомерная подготовка по всем разделам экзамена.

Экзамен по иностранному языку является особенным не только из-за его формы, но и из-за того, что обучение иностранным языкам должно учитывать как российские реалии, так и опыт мировых тенденций обучения иностранным языкам.

2. Учебники и учебные пособия для подготовки к ЕГЭ по английскому языку.

При подготовке к экзамену по английскому языку в школе мы использовали учебник Афанасьевой. Эванс Английский в фокусе. К сожалению, мы не имели возможности приобрести полный комплект. Тем не менее, большим преимуществом данного учебника является его построение, где разделы прямо отражают структуру ЕГЭ по английскому языку. Учащиеся получили возможность многократно выполнять задания в формате ЕГЭ.

Для электива мы выбрали пособие М.Вербицкой. М.Манна. С.Тейлор Ноулз, где в табличном варианте систематизированы грамматические явления и лексические единицы по темам, устойчивые сочетания, фразовые глаголы, таблицы по словообразованию.

В качестве дополнительного материала использовала пособия:

Сборник тестов для подготовки к ЕГЭ по английскому языку М.Вербицкой и др.(20тестов)

Английский язык. Подготовка к экзаменам. Соловова. Солокова, где можно найти дельные советы по подготовке раздела Говорение

Так как содержание КИМ для ЕГЭ по иностранным языкам определяется документами (см. слайд), не следует ограничиваться учебниками, вышедшими только в нашей стране.

Для более успешного освоения третьих заданий каждого раздела мы обратились к исходным пособиям для подготовки к экзамену, изданным за рубежом (см. слайды17-19).

3. Из опыта подготовки к выполнению письменных заданий.

При обучении выполнению письменных заданий я руководствовалась инструкциями и материалами для обучения экспертов. Незаменимыми также считаю пособия «Солововой и др.» и «Манна».

В разделе Письмо контролируется умение создавать различные типы письменных текстов. Этот раздел оценивается на основе критериев и схем оценивания выполнения заданий раздела Письмо, а также дополнительных схем оценивания конкретных заданий. Особенностью оценивания заданий С1-С2

Является то, что при получении экзаменуемым 0 баллов по критерию Содержание все задания оцениваются в 0 баллов. Рассмотрим причины не всегда успешного написания такой работы как личное письмо. На мой взгляд, они кроются в отсутствии до определенного момента единых требований и многообразии образцов их написания в учебниках, допущенных и рекомендованных для преподавания в школе. (См. слайды 24-25).

Большим достижением явилась информация, появившаяся в книге Солововой, Солоковой, так как авторы обобщили характерные черты личного письма и пропечатали фразы и выражения, рекомендуемые при написании различных писем личного характера. Учебное пособие Английский в фокусе дало довольно большое количество заданий для обеспечения регулярной практики по написанию личных писем.

Итак, рекомендации по написанию личного письма могут выглядеть так. (см. слайды).

Обучение выполнению письменного задания с элементами рассуждения.

Задание предусматривает написание высказывания с элементами рассуждения объемом 200-250 слов. В действующих КИМ предлагаются 2 типа заданий:

- 1) высказать собственное мнение по определенной проблеме.
- 2) высказать аргументы ЗА и ПРОТИВ определенной точки зрения.

Учащиеся должны знать, чем эти 2 типа сочинений близки и чем они различаются и соответственно строить свой текст.

В презентации предлагается большое количество образцов написания письменных заданий - эссе двух типов по разным темам. Предлагаем по ним отследить специфическое оформление эссе. Последний слайд показывает самый общий и простой набор слов-связок для оформления эссе, при правильном применении которого и умении раскрыть тему, сочинение может выглядеть довольно выигрышным.