

# ОГЭ-2020: Курс для преподавателей

- Занятие 7 –  
Устная часть

*Задания устной части ОГЭ по иностранным языкам*

Задание	Содержание	Уровень сложности	Макс. балл	Время на подготовку	Время ответа
1	Чтение вслух небольшого текста научно-популярного характера	1	2	1,5 мин.	2 мин.
2	Ответы на 6 вопросов на определенную тему (школа, семья, досуг и увлечения, занятия спортом, путешествия, праздники, еда, транспорт и т.д.). Участник ОГЭ слышит вопросы, на которые ему следует ответить	2	6	-	40 с. ответ на каждый вопрос
3	Монологическое высказывание по предложенной теме (школьная жизнь и изучаемые предметы, семья, увлечения, занятия спортом, здоровый образ жизни, занятия иностранным языком, путешествия, праздники, средства массовой информации и коммуникации, транспорт и т.д.)	1	7	1,5 мин.	2 мин.

**Задание 1** предусматривает чтение вслух небольшого текста научно-популярного характера. Время на подготовку – 1,5 минуты.

**1**

**Task 1. You are going to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.**

The ninth planet of the solar system was discovered not long ago. It happened in 1930. Scientists had been hunting for the planet for a long time. They had calculated its probable position but there was no proof that the planet really existed. It was too far away for the telescopes of that time to find it. It's worth mentioning that the first photos of the planet were taken by a very young researcher. He was only twenty-four and had no formal education in astronomy. However he was deeply involved in the search for the ninth planet. The planet at the edge of the solar system was called Pluto, after the Roman god. The name for the planet was suggested by an 11-year-old British girl.

Данное задание нацелено на контроль навыков техники чтения. **Понимание участником ОГЭ содержания читаемого текста** определяется используемой интонацией (беглостью речи, паузацией, фразовым ударением, тоном и его движением), а также произносимыми звуками в потоке речи и словесным ударением.



## Цель задания 1-проверить умения учащихся:

- понимать содержание читаемого;
- правильно оформить фонетическую сторону устной речи (звуки в потоке речи, интонация, беглость).

- Беглость / = темп речи.
- Беглость = слитность.

- *When you look at a coffee bean, ...*
- *More than half the mountain is below water.*
- *For example, you can often hear high tempo music at restaurants or shopping centres.*

При чтении вслух участник ОГЭ должен продемонстрировать следующие **фонетические навыки** (их отсутствие ведет к снижению оценки):

- владеть правилами чтения и исключениями из правил, позволяющими произносить слова без грубых ошибок, искажающих смысл слова и приводящих к сбою коммуникации;
- дифференцировать и правильно произносить долгие и краткие гласные: [ɑ:] – [ʌ], [i:] – [ɪ]; [ɔ:] – [ɒ]; [u:] – [ʊ];
- дифференцировать и правильно произносить межзубные [ ð ] / [ θ ] и фрикативные согласные [z]/[s]; не замещать межзубные фрикативными (*think – sink*);
- дифференцировать и правильно произносить губно-губной [w] и губно-зубной [v] согласные;
- дифференцировать и правильно произносить гласные [ɜ:] и [ɜ:] (*walk – work; form – firm*);
- владеть «связующим r» (linking r), т.е. озвучивать конечную r/re в позиции перед гласной, если с гласной начинается следующее слово (например, *there is, where are...*)
- правильно использовать при чтении текста вслух сильную и слабую формы местоимений и других служебных слов.

При чтении вслух участник ОГЭ должен **обязательно** продемонстрировать следующие навыки в области **интонации** (их отсутствие ведет к снижению оценки):

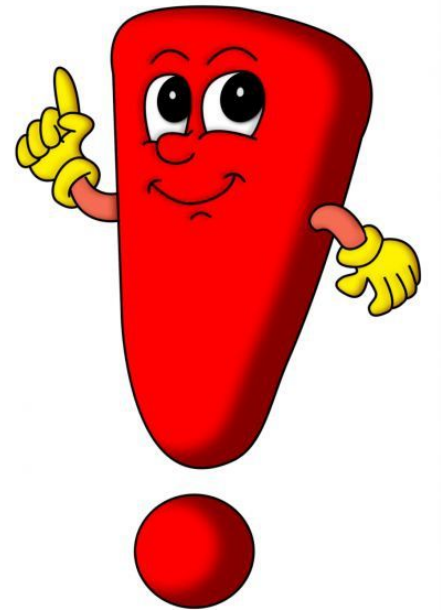
- расстановка пауз – правильное деление текста на смысловые группы (отрезки), с помощью пауз, варьирующихся по длине (более короткие внутри предложения, более длинные в конце предложения);
- расстановка фразового ударения – чередование ударных и неударных слов в зависимости от характера слов (служебные и знаменательные части речи);
- владение нисходящим тоном для законченной смысловой группы;
- владение восходящим тоном для оформления незаконченной группы, в том числе в случае перечисления.

## Задание 1 (чтение текста вслух) – максимум 2 балла

	<b>Фонетическая сторона речи</b>
<b>2</b>	Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более пяти фонетических ошибок, в том числе одна-две ошибки, искажающие смысл
<b>1</b>	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается не более семи фонетических ошибок, в том числе три ошибки, искажающие смысл
<b>0</b>	Речь воспринимается с трудом из-за значительного количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, ИЛИ допущено более семи фонетических ошибок, ИЛИ сделано четыре и более фонетические ошибки, искажающие смысл



- Фонетические ошибки
- Словесное и фразовое ударение
- Паузы
- Интонационные контуры



## Ошибки, искажающие смысл - ?

- ❖ Слово становится неузнаваемым
- ❖ Слово превращается в другое слово и меняет смысл высказывания.

- При оценивании выполнения этого задания важно правильно классифицировать **фонетические ошибки, искажающие смысл**. К этим ошибкам можно отнести неправильное произношение звука (замена фонемы), которая приводит к искажению значения слова, если пара слов различается именно на его основе, например *ship* – *sheep*. Другой случай этого рода – когда слово становится неузнаваемым из-за его неправильного произношения, например *put* произносится с тем же звуком, что *cut*, или слово *science* – с двумя согласными в начале.
- **Фонетические ошибки, искажающие смысл высказывания**, могут быть при неверной расстановке пауз.
- Таким образом, под **фонетическими ошибками, искажающими смысл**, понимаются ошибки, которые приводят к сбою в

# «Понимание читаемого»:

## 4 levels

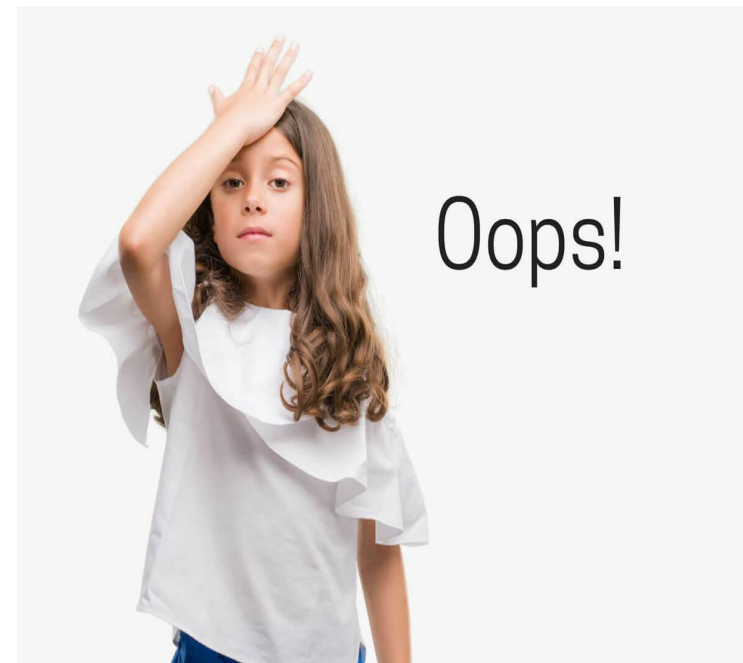
- 1) individual sounds
- 2) words and word stress
- 3) connected speech
- 4) pauses and intonation

# Mistakes

- Фонетические ошибки
- слова с непроизносимыми согласными (muscles, castle)
- Ошибки, приводящие к сбою в коммуникации

a) sth. unintelligible;  
enough

b) появление другого слова.



# Типичные ошибки



- ship – sheep;
- voiced ↔ voiceless;
- full forms ↔ reduced forms;
- слова с непроизносимыми согласными (muscles, castle)
- phantom words;
- числительные! (количественные-порядковые, даты);
- географические названия;
- wrong stress;
- расстановка пауз – неправильное деление текста на смысловые группы;
- неправильная расстановка фразового ударения – чередование ударных и неударных слов (служебные vs знаменательные части речи);

bear-beer

bean-bin

sleep-slip

cart-cut

pool-pull

walk-work

thought-sought

faith-face

thought-fought

work – [v]

# Долгота – краткость гласных звуков

- oː - ɒ
- aː - ʌ
- iː - ɪ
- uː - ʊ
- ɔː - ɜː

# Межзубные – Фрикативные

- ʃ – θ
- θ – s, f
- ʒ – z



**Th** – this thing

**Ch** – chemistry, cholesterol

**Cc** – accident

## **Глухие – Звонкие согласные звуки**

- of – off
- believe-belief, serve - surf
- trade-trait
- to use - use

# Linking /r/

- Наиболее типичные случаи!

There is/are

Where is/are

1) raising awareness

2) three stages of developing skills:

- noticing
- practicing
- using

3) self-assessment



# Raising awareness

- Определить трудные «места» в тексте
- Определить границы слов (расставить «/»)
- Учитель читает с ошибками (зачеркивать / исправлять)
- Ориентация в тексте (обводить слова, дочитывать предложение)
- Читать по цепочке
- Быстро просматривать и отвечать на вопросы по тексту
- В каком предложении ответ на заданный вопрос?
- Опровергнуть предложения

Task 1. You are going to read the text aloud. You have 01.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

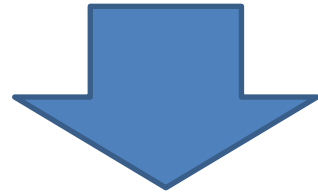
- English is the **third** most-spoken language in the **world** after **Chinese** and Spanish. Over **840 million** people speak English as a first or second language. It is an official language of **67** countries. **80** percent of information stored on all computers in the **world** is in English. The **vocabulary** of the English language is the biggest in the **world**. A new **word** is added into English **almost** every two **hours**. The English language is said to be one of the happiest languages in the **world**. The word happy is **used more often** **than** the **word** sad! That's a good reason to learn this language, isn't it?

Read the text and draw “/” between the words.

The ninth planet of the solar system was discovered not long ago. It happened in 1930. Scientists had been hunting for the planet for a long time. They had calculated its probable position but there was no proof that the planet really existed. It was too far away for the telescopes of that time to find it. It's worth mentioning that the first photos of the planet were taken by a very young researcher. He was only twenty-four and had no formal education in astronomy. However, he was deeply involved in the search for the ninth planet. The planet at the edge of the solar system was called Pluto, after the Roman god. The name for the planet was suggested by an 11-year-old British girl.

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# Фонетические / Лексические / Грамматические НАВЫКИ



- Identification
- Differentiation
  - Context



# Фонетические навыки аудирования

- individual sounds, words and word stress -

## Solutions

- Дифференциация
- Идентификация
- Соотнесение формы со значением

- **Идентификация**



**Minimal pairs**

- **Дифференциация**

work-work +

work-walk –

lose-loose –

clothe-clothes –

- A southern wind surprised the travellers. –  
A sudden wind surprised the travellers.
- They did live long ago. – They did leave long ago.
- The chemists didn't test new pills. – The chemists didn't taste new pills.

- **Идентификация**

- When you look at a coffee bean, it's really hard to believe that...

1) I've never seen a coffee bean.    a) bin;    b) bean

2) It's really hard to believe!        a) belief;    b) believe

- It is higher and steeper than a hill.    a) hill;    b) heal

- **Соотнесение формы со значением**

- He walked a lot. – a) He liked walking long distances.  
b) He was a workaholic.
- He thought hard. – a) Was he a fighter?  
b) Was he a thinker?
- He slips on the veranda. – a) Is it too hot inside the house?  
b) Does he hurt himself?

# Word Stress

- Foreground
- Airborne
- Influence
- Image, imagine, imagination, imaginative
- Impact – impact, discount – discount, progress – progress,  
transport – transport

*Music has a strong impact on the human mind.*

# Stress



**Nouns, verbs (except be), adjectives,  
negative words, Wh- question words**

**Auxiliary verbs, pronouns, articles,  
prepositions**

- Notice the pauses (/).
- Underline the stressed word in each thought group.
- Write “/” where you hear pauses.
- Write “/” where you think the speaker will pause.
- Draw a double slash (//) in each sentence where the speaker pauses for emphasis.



# Pauses ↔ Meaning

- Pauses: thought groups
- A thought group is a short group of words that communicates a single idea.
- Thought groups = phrases and clauses
- The key word in each thought group gets stressed.
- Sometimes speakers add an extra pause to draw particular attention to the stress word after it.

- connected speech, intonation -

- Паузы, фразовое ударение – осмысленное чтение !
- Расстановка фразового ударения – чередование ударных и неударных слов (служебные vs знаменательные части речи).

... *Making music or listening to it **together** can **bring** us together.*

... *Bumblebees can't fly but do.*

- These pupils have only one week for their summer vacation.
  - Only one week? Why?
  - Poor kids! And what about other pupils?

- In fact, ... For example, ...

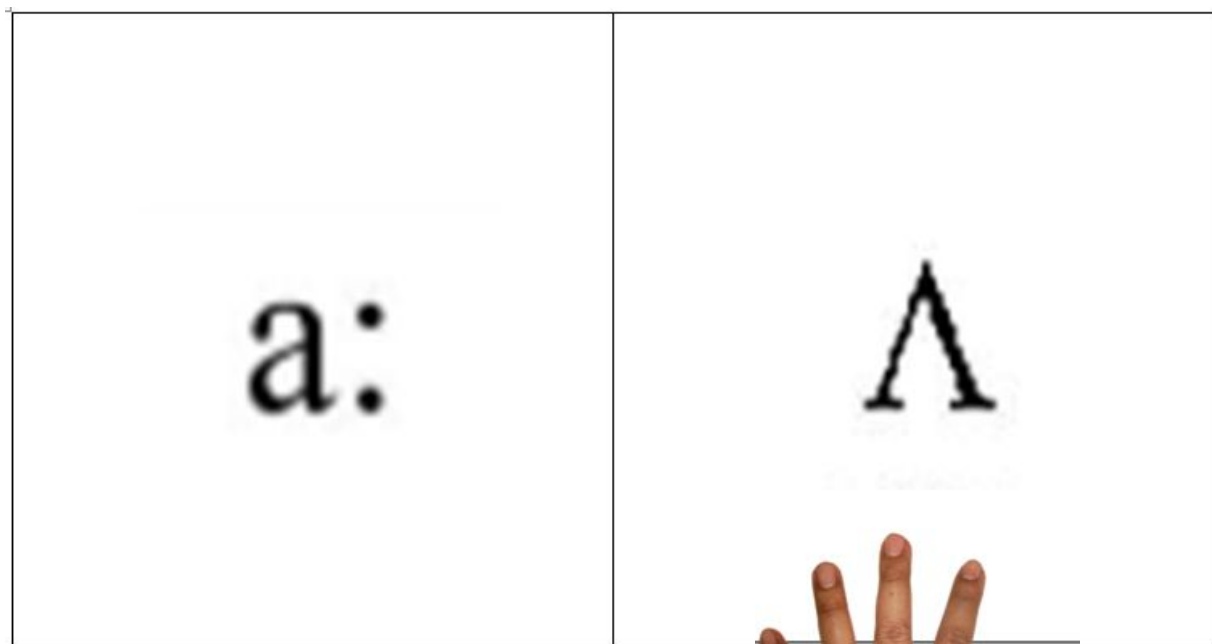
*Iron, for instance, is especially concentrated in raisins.*

- Сочетание длинных и коротких предложений.
- Длинные предложения: деление на **thought groups**.

# Thought groups:

- Write “/” where you think the speaker will pause.
- Notice the pauses (/).
- Write “/” where you hear pauses.
- Divide the text into thought groups. Draw a slash (/) between thought groups and underline the stressed word in each.
- Draw a double slash (//) in each sentence where the speaker pauses for emphasis.

# Differentiation



ʌ *cup, luck*

æ *cat, black*

ə *away, cinema*

ɪ *hit, sitting*

ɒ *hot, rock*

ʊ *put, could*

aɪ *five, eye*

eɪ *say, eight*

ɔɪ *boy, join*

ɪə<sup>r</sup> *near, here*

ɑ: *arm, father*

e *met, bed*

ɜ:ː<sup>r</sup> *turn, learn*

i: *see, heat*

ɔ: *call, four*

u: *blue, food*

aʊ *now, out*

oʊ *go, home*

eə<sup>r</sup> *where, air*

ʊə<sup>r</sup> *pure, sure*

She lives next [boor].

door	boor
------	------

Animals are usually afraid of [hire].

hire	fire
------	------

I heat milk in a small [pen].

pan	pen
-----	-----

They boarded a [sheep].

sheep	ship
-------	------

He turned around and [rang].

ran	rang
-----	------

The floor is wet. Be careful not to [sleep].

sleep	slip
-------	------

He is [nineteen].

90	19
----	----

It happened in [1930].

1913	1930
------	------



# Лексические навыки аудирования

## Differentiation

- lie-lay
- find-found
- rise-raise
- feel-fill

*A mountain is a form of land that **rises** high in a limited area.*

*a) rises; b) raises*

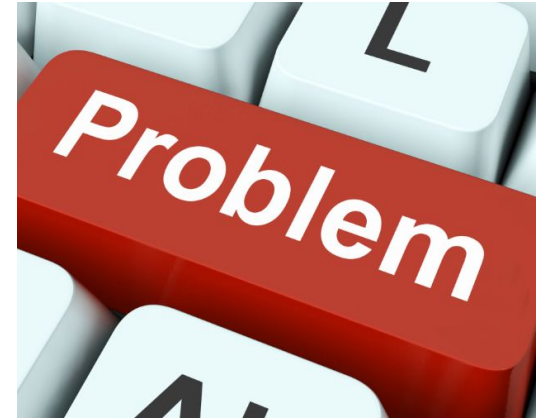
# Identifying the meaning of a word

- Coffee beans are actually not beans. They are the pits of a fruit.
- If you feel too tired to walk back, you can always take the train down the mountain. The mountain railway was built in 1896. It is safe, and there have never been any accidents on this route.

# Anticipating a word

- When you look at a coffee bean, it's really hard to ... that such a small thing is so important for so many people. Coffee is the world's second most ... thing. It is by all means one of the most popular ... ever. Statistics says that the major part of the planet population ... coffee. Some prefer black coffee, that is coffee served ... milk. Others like ... coffee – coffee with milk. However, few people ... enough about coffee beans. First of all, coffee beans are actually not ... . They are the pits of a fruit. In fact, coffee comes from coffee cherries and they are only called beans because they ... a bit like other beans. Secondly, most of the world's coffee ... from one country. Brazil is by far the ... producer of coffee in the world selling nearly a third of all the coffee drunk in the world.

- Phantom words
- No words (word endings, prepositions, articles)
- Full forms – reduced forms



- It also helps doctors to treat **some** illnesses.
- It can help us    deal with stress. Music repairs brain damage and returns lost memories. It also helps doctors **to** treat some illnesses.

# Грамматические навыки аудирования

- One of the most popular ... -s
- is the world's second most traded thing
- They are called
- Others like
- They consist \_
- ... the major part of the planet population drink \_ coffee
- Most of the world's coffee comes
- a lot of hardships
- A group of these makes

# *Solutions*

- Noticing
- Gap-fill exercises
- Identifying the function of a word in a sentence
- Identifying the subject-predicate nucleus in a sentence

# Identifying the predicate in a sentence

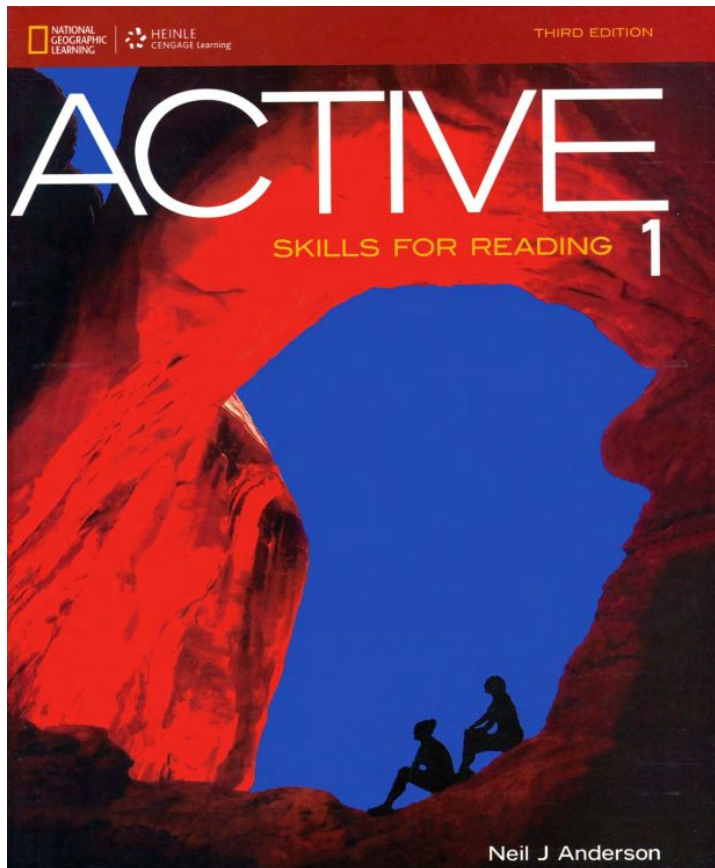
- The professor lectures two times a week.
- The professor times his lectures very carefully.
- The professor's lectures usually last two hours.
  
- This kind of exercise develops memory.
- Students of English exercise their memory every day.
  
- A group of these makes a mountain system.
- They find the makes of Japanese cars very reliable.

# Identifying the subject-predicate nucleus in a sentence

- The types of music we **listen to** affect the way we see the world or do things.
- People unable to sing can be very good dancers.
- The man stopped by the police tried to escape.
- Children taught to read usually make their parents feel proud.



# Resources to practise shadowing:



## A Restaurant for Change

1 Jamie Oliver wants to change peoples' lives and he is using food to do it. Oliver, a chef, is well-known for sharing his secrets of cooking **healthy** food through his magazine, cookbooks, and television shows. He is also

5 changing lives through his Italian restaurant, Fifteen.



2 Fifteen started in London, England, as a place to train young adults to work in a kitchen. Oliver's idea was to create a professional **kitchen** that can help young people get a fresh start and a chance to become professional chefs.

3 10 Every September, a new group of 18- to 24-year-olds start work at Fifteen. When **they** start, they are usually not **qualified** for a restaurant job, but that will change quickly. In the 12 months of training, the student chefs study cooking at college and get **hands-on** training at the restaurant. Besides learning kitchen skills, they learn the importance of using fresh **ingredients** and how to create their own **recipes**.



20 And their education doesn't stop with preparing and **servicing** food. The students also learn how to manage money and deal with difficult customers. Overall, the program **encourages** them to believe in themselves and enables them to look forward to a future in the restaurant business.

4 25 The restaurant's name, Fifteen, comes from the number of students the restaurant had when it started in 2002. Today, Oliver has three of these restaurants, and a few hundred students have finished the program. Around 90 percent of the graduates are still working in the food industry. Some own restaurants or work in some of the best kitchens around the world. Others are now starring in their own TV shows. They're all great examples of what young

30 people can do if they're given the opportunity and support.

[← Search Results](#)

# Bread Around the World

[Passage](#)[Vocabulary](#)[Question Sets](#)

▶ 0:49 / 1:48



tortillas cooking

Bread has been an important food for people for a very long time. The first bread was made thousands of years ago. People back then made dough with crushed up grain and water. Then they baked the dough on hot stones. This made a flat kind of bread.

For a long time, flat breads were the only kind of bread. Then, people in Egypt learned how to make bread rise. They also made ovens for baking the bread. Ever since then, there have been many kinds of bread. Some are flat. Some are puffy. All of them are eaten and enjoyed in different cultures! Here are some different breads that are eaten by people around the world.

A tortilla is a popular kind of bread in Mexico. It is flat and round. This bread can be made from cornmeal or wheat flour. Another kind of round, flat bread is a chapati. This bread is often eaten in India and other countries in South Asia. It is also made from wheat flour.

Challah bread was first made and eaten by Jewish people. It is very different from tortillas and chapatis. It is not flat. Instead, it's puffy. Also, the dough is braided before it is baked. So the bread has a very special shape!

What other kinds of breads do you know about?

## Elementary Podcasts

Do you enjoy listening to podcasts?

In this section, listen to our series of podcasts for pre-intermediate (CEFR level A2) or intermediate (CEFR level B1) learners. The episodes are divided into different sections, from fictional drama and jokes to quizzes and language advice.

You will improve your listening comprehension and develop your vocabulary. Each recording has a transcript and interactive exercises to help you understand and use the language.

### Choose a series



#### Series 1

Learn everyday English by listening to our podcasts in series 1.



#### Series 2

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## Our person in

John Lennon said that New York is the capital city of the world – and it certainly feels that way.

But in the centre of this exciting, noisy, polluted city there is a place to find peace and quiet. A short walk from busy Fifth Avenue in Manhattan you'll find Central Park. Central Park is the green heart of New York City and over 25 million people come here each year to escape the city. People run, swim, climb or simply sit and read a book in the huge park's different scenery. And it's not just for people. Lots of rare birds have made their home in the park and there are legends of big cats hiding in the dark trees.

Although it looks completely natural, the park is man made, created over 150 years ago. Frederick Law Olmsted and Calvert Vaux designed the park at a time when the city was a very crowded, dirty and unhealthy place to live. They wanted to make a place where rich and poor people could find fresh air in the dirty city. It does the same job today. As a friend of mine always tells me, "Life in New York would be impossible without Central Park"



There are 10 new activities so far this month.



Easy TV  
(Levels 1-3)



TV & Movies  
(Levels 3-6)



News  
(Levels 3-6)



Academic  
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Branch Saved



The Office 🎥  
11.26.2019  
Level 5 🇺🇸



New Year's Changes



BBC Flatmates 🎥  
11.25.2019  
Level 2 🇬🇧



Your Dog's Nose Knows



Deep Look 🎥  
11.22.2019  
Level 5 🇺🇸



## Задание 2 раздела «Аудирование»

- I study in a large and modern school with well equipped classrooms, a good gym and a swimming pool. The latter are very important for me because I use them practically every day. When the lessons are over, my friend and I go to the gym to exercise or to play volleyball. Twice a week I have a swimming class and my friend does all kinds of experiments in the school chemistry laboratory.