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ДОРОГИЕ ЧИТАТЕЛИ!

Вы держите в руках новое учебное пособие «Английский язык. ЕГЭ-2025. Устная часть: темы, тесты, ответы» серии "Drill for Exam", предназначенное для учащихся 11-х классов, планирующих сдавать устную часть единого государственного экзамена по английскому языку в 2025 году.

Пособие ориентировано на самостоятельную работу учащихся при подготовке к экзамену, но может быть использовано и в качестве дополнительного учебно-методического материала при проведении групповых или индивидуальных занятий с преподавателем.

В книге вы найдете 15 тестовых вариантов, практические рекомендации по их выполнению, примеры возможных ответов всех заданий, тематический словарь и список неправильных глаголов. Тематика заданий и лексические единицы, выделенные в словаре, отобраны в соответствии с кодификатором элементов содержания и требований к уровню подготовки выпускников образовательных организаций для проведения ЕГЭ (см. на сайте ФИПИ – www.fipi.ru).

QR-код на обложке пособия позволит бесплатно скачать аудио-приложение, в котором записаны образцы выполнения задания 1 (чтение вслух) и вопросы-интервью задания 3.

Авторы пособия желают всем успешно сдать ЕГЭ по английскому языку и получить высокие баллы!

*С наилучшими пожеланиями,
И. В. Хитрова,
Т. Л. Нечепуренко*

ФОРМАТ РАЗДЕЛА „УСТНОЙ ЧАСТИ“ ЕГЭ В 2025 ГОДУ

В 2025 году устная часть КИМ ЕГЭ по английскому языку включает 4 задания.

Номер задания / уровень сложности	Описание задания	Время на подготовку	Время ответа
Задание 1 (базовый уровень сложности)	Прочитать вслух фрагмент информационного или научно-популярного текста	1,5 минуты	1,5 минуты
Задание 2 (базовый уровень сложности)	Задать четыре вопроса по рекламному объявлению на основе ключевых слов с целью получения фактической информации	1,5 минуты	20 секунд на один вопрос
Задание 3 (базовый уровень сложности)	Дать интервью на актуальную тему, развернуто ответив на пять вопросов интервьюера	без подготовки	40 секунд на каждый вопрос
Задание 4 (высокий уровень сложности)	Дать краткое описание двух фотографий с обозначением различий, достоинств и недостатков изображенных явлений, дать обоснование их выбора для проектной работы с высказыванием своего мнения по теме проектной работы	2,5 минуты	3 минуты

ПРАКТИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ

■ ЗАДАНИЕ 1

Задание 1 представляет собой чтение вслух отрывка из информационного или научно-популярного текста. У вас будет 1,5 минуты на то, чтобы подготовиться к качественному чтению.

- Бегло просмотрите текст. Постарайтесь понять, о чем идет речь, чтобы правильно разделить текст на смысловые группы.
- Обратите внимание на предлоги, которые встречаются в тексте. Подумайте, к какому слову относится тот или иной предлог, определитесь, где нужно сделать паузу при чтении фрагмента.
- Внимательно прочитайте про себя географические названия, если они есть в тексте.
- Вспомните, как читаются числительные, если во фрагменте они присутствуют.

На чтение вслух отводится также 1,5 минуты.

- При чтении вслух четко произносите слова, не игнорируйте окончания слов (обратите внимание на окончание множественного числа, окончания -s, -ed у глагола).
- Будьте внимательны при чтении артиклей, союзов и предлогов. Не пропускайте их!
- Не добавляйте слова, которых нет в тексте!
- Соблюдайте смысловые паузы.
- Помните о правильной интонации при перечислении ряда объектов, чтении различных типов вопросов.

Правила чтения в английском языке

В английском языке 6 гласных букв, которые могут читаться по-разному в зависимости от типа слога. Тип слога определяется буквами, следующими за ударной гласной.

Традиционно ударные слоги в английском языке делят на четыре типа: 1) открытые, 2) закрытые, 3) слоги типа гласная + r (+ согласная), 4) гласная + r + гласная.

Века (centuries) могут иметь следующие обозначения:

BC (Before Christ) – до нашей эры / до рождения Христа

AD (Anno Domini) – нашей эры / после рождения Христа

Обратите внимание на то, что BC стоит только после самого числа, а AD может стоять и до, и после даты:

This event took place in 747 BC. – Это событие произошло в 747 до нашей эры.

the 10th century – X век

the 20th century – XX век

World War II читается [ˈwɜːld wɔː ˈtuː]

■ ЗАДАНИЕ 2

Задание 2 представляет собой условный диалог-расспрос на основе рекламного объявления. Согласно заданию вы должны позвонить по предъявленному объявлению и получить интересующую вас информацию, используя предложенные ключевые фразы. В этом задании проверяется умение грамотно формулировать вопросы.

Учащемуся даются 1,5 минуты на предварительный просмотр задания. В соответствии с заданием необходимо задать четыре прямых вопроса.

Описывать данную картинку или предварять свои вопросы вводными фразами не нужно.

Первый вопрос должен содержать название организации, куда вы условно звоните (спортклуб, отель, магазин и т.д.). Не используйте личные местоимения (it, you) при формулировке первого вопроса.

Пример: Where is the swimming pool located?

Вопросы должны быть построены грамматически корректно (правильный порядок слов, правильное использование some / any) и по смыслу соответствовать тому, о чем вас просят узнать в задании.

Обратите внимание на использование правильной интонации вопросительного предложения. Общий вопрос задается с использованием восходящего тона в конце предложения. Специальный вопрос задается с использованием нисходящего тона в конце предложения.

В таблице приводятся примеры наиболее распространенных типов вопросов, включенных в задание 2 устной части ЕГЭ по английскому языку.

■ ЗАДАНИЕ 3

Задание 3 представляет интервью на актуальную тему. Необходимо дать развернутый ответ на пять вопросов интервьюера.

Пример выполнения задания 3

■ Task 3

- Interviewer:** Hello everybody! It's *Teenagers' World Channel*. Our guest today is a teenager from Russia and we are going to discuss family relations. We'd like to know our guest's point of view on this issue. Please answer five questions. So, let's get started.
- Interviewer:** What kind of family do you have? What do you like most about your family?
- Student:** I live in an extended family that is represented by different generations – my grandparents, my parents and my siblings. What I especially like about my family is that I get support and help from all the members of my family when I need it.
- Interviewer:** What kind of things do you do with your family members?
- Student:** You know, the activity we do depends on our interests. For example, my granny is good at cooking and I always help her in the kitchen. We enjoy cooking together. As for my dad, he is fond of doing sports. That is why we go to the gym and play hockey together.
- Interviewer:** What kind of relationship do you have with your family members?
- Student:** We are a close-knit family so we have very strong and positive relationships. We always enjoy each other's company and spend a lot of time together.
- Interviewer:** Who are you most proud of your relatives?
- Student:** Actually, I look up to my grandpa. He has always been an example of dedication to his family. Despite his age, he is very energetic and cheerful and devotes a lot of time to his grandchildren.
- Interviewer:** Who are you closest to in your family?
- Student:** No doubt that my mum is the closest family member to me. I have always appreciated her understanding and love.
- Interviewer:** Thank you very much for your interview.

■ ЗАДАНИЕ 4

В задании 4 необходимо дать краткое описание двух фотографий с обозначением различий, достоинств и недостатков изображённых явлений, дать обоснование их выбора для проектной работы с высказыванием своего мнения по теме проектной работы, следуя предложенному плану.

Complete the sentences to produce a monologue for task 4.

Introduction

Hi _____! Do you remember we are doing a project devoted to _____? I have found two photos for the project but for technical reasons I cannot send them now. Let me describe them.

- **explain the choice of the illustrations for the project by briefly describing them and noting the differences;**

The first photo shows _____ (whom? doing what? where?).
The second photo depicts _____ (whom? doing what? where?). To my mind, these photos perfectly suit the project we are working on as they show _____. The main difference is _____.

- **mention the advantages (1–2) of the two activities / types / ways / kinds of _____;**

I suppose that each _____ has its own drawbacks and merits. As for the positive sides of _____
_____. Speaking about _____.

- **mention the disadvantages (1–2) of the two activities / types / ways / kinds of _____;**

As far as the negative points are concerned, I should say that _____
_____. Speaking about _____
it is necessary to mention _____.

- **express your opinion on the subject of the project – which of the _____ you (would) prefer / preferred as a child and why.**

Personally, I would prefer / prefer / preferred as a child
_____ because _____.

Conclusion

That's what I wanted to tell you about the photos. Do you think we can use these photos in our project? I will be looking forward to your answer.

Пример выполнения задания 4

■ Task 4

Imagine that you and your friend are doing a school project "Family holidays". You have found some photos to illustrate it but for technical reasons you cannot send them now. Leave a voice message to your friend explaining your choice of the photos and sharing some ideas about the project. In 2.5 minutes be ready to:

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

You will speak for not more than 3 minutes (2–3 sentences for every item of the plan, 12–15 sentences total). You have to talk continuously.



Introduction

Hi Victor! Do you remember we are doing a project devoted to “Family holidays”? I have found two photos for the project but for technical reasons I cannot send them now. Let me describe them.

- **explain the choice of the illustrations for the project by briefly describing them and noting the differences;**

To my mind, these photos perfectly suit our project as they demonstrate different ways of spending time outdoors with the family. In the first picture there is a family camping in the forest. They are sitting by the fire and are having a snack. The second picture shows a family having a picnic on a beach. They are sitting at the very edge of the sea enjoying the seascape. The main difference between the illustrations is the way family members spend holidays.

- **mention the advantages (1–2) of the two types of family holidays;**

I suppose that each type of family holidays presented in the photos has its own merits and drawbacks. As for the positive sides, one of the advantages of going camping is that it is cheap and unusual. The advantage of spending time on a beach is that you can enjoy sunbathing and swimming in the sea. You can also go surfing or diving.

- **mention the disadvantages (1–2) of the two types of family holidays;**

As for the negative sides, one of the disadvantages of spending a family holiday in the forest is that it is difficult for people to spend their time without modern conveniences. Spending time in the forest can be stressful for the people who are not used to it. The disadvantage of having a rest at the seaside is its cost. Such holidays can be very expensive.

- **express your opinion on the subject of the project – which way of family holidays presented in the pictures you’d prefer and why.**

Personally, I would prefer to sunbathe at the sea instead of going camping during family holidays because it’s more comfortable and relaxing to me.

Conclusion

That’s what I wanted to discuss with you. Do you think we can use these photos in our project? I will be looking forward to your answer.

TEST 1

TASK 1. Entertainment / Развлечения

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Hobbies give you a chance to get involved in activities that you enjoy and help you take a load off. Very often, you'll find yourself looking forward to pursuing your hobby after a stressful day or week at work. Your hobby could be anything, but just having something that you enthusiastically wait to do fills you with a sense of happiness. Even better, taking time to get into what you love doing boosts your physical and mental health. Being a part of a modern society that prizes professional achievements could leave little time to pursue hobbies that appeal to you. This is a major reason why many people find it tough to consistently dedicate time to doing things that they like. Giving quality time to activities that you enjoy also helps your performance in your professional life. It improves your creative problem-solving abilities and helps you build better relationships with your coworkers and makes you more empathetic.

Pay particular attention to the pronunciation of the words.
Consult the dictionary if needed.

enthusiastically [ɪnˌθjuːziˈæstɪkli]
pursue [pəˈsjuː]
major ['meɪdʒə(r)]
tough [tʌf]
consistently [kənˈsɪstəntli]
empathetic [ˌempəˈθetɪk]



TASK 2. Health and healthcare, wellbeing. Healthy lifestyle. Medical services / Здоровье и здравоохранение, самочувствие. Здоровый образ жизни. Медицинские услуги

Study the advertisement. You are considering taking first aid online courses and now you'd like to get more information. In 1.5 minutes you are to ask four direct questions to find out about the following:



1. starting date
2. price
3. duration
4. certificate of attendance

You have 20 seconds to ask each question.

TASK 3. Communication in the family and school, family traditions, interpersonal relationships / Общение в семье и школе, межличностные отношения с друзьями и знакомыми.

You are going to give an interview. You have to answer five questions. Give full answers to the questions (2–3 sentences). Remember that you have 40 seconds to answer each question.

Interviewer: Hello everybody! It's *Teenagers' World* Channel. Our guest today is a teenager from Russia and we are going to discuss family relations. We'd like to know our guest's point of view on this issue. Please answer five questions. So, let's get started.

Interviewer: Is your family large or small?

Student: _____

Interviewer: Would you like to live in a big family?

Student: _____

Interviewer: Do you think it is good for children to live with grandparents?

Student: _____

Interviewer: Is the generation gap between you and your parents a big problem for you?

Student: _____

Interviewer: Why are families important?

TASK 4. Youth leisure: extracurricular activities, sports sections, clubs / Досуг молодежи: посещение кружков, спортивных секций, клубов по интересам

Imagine that you and your friend are doing a school project "Different kinds of sport". You have found some photos to illustrate it but for technical reasons you cannot send them now. Leave a voice message to your friend explaining your choice of the photos and sharing some ideas about the project. In 2.5 minutes be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences;
- mention the advantages (1–2) of the two kinds of sport;
- mention the disadvantages (1–2) of the two kinds of sport;
- express your opinion on the subject of the project – which kind of sport presented in the pictures you'd prefer and why.

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



POSSIBLE ANSWERS

TASK 2

1. When do the first aid online courses begin / start?
2. How much do the courses cost? / What is the price?
3. How long do the courses last?
4. Will I get a certificate of attendance? / Do you give a certificate of attendance? / Is the certificate of attendance given / provided?

TASK 3

Interviewer: Hello everybody! It's *Teenagers' World* Channel. Our guest today is a teenager from Russia and we are going to discuss family relations. We'd like to know our guest's point of view on this issue. Please answer five questions. So, let's get started.

Interviewer: Is your family large or small?

Student: I come from a large family. There are six of us in the family: my mom, my dad, my granny and my younger brothers. / I live in a nuclear family. There are only my parents and I.

Interviewer: Would you like to live in a big family?

Student: To tell the truth, I would like to live in a big family. I think that living in a big family is better than in a small one. There is no chance one feels lonely surrounded by loving relatives.

Interviewer: Do you think it is good for children to live with grandparents?

Student: I believe that it is really good for children to live with grandparents. Grandparents can share their life experience with kids and develop a better understanding of the world.

Interviewer: Is the generation gap between you and your parents a big problem for you?

Student: To tell the truth, the generation gap between me and my parents is not a big problem for me. My parents and I are very close and I find it interesting to spend time with them.

Interviewer: Why are families important?

Student: Families are important to individuals for several reasons. Families are beneficial to a person's emotional and mental health. Families also give people a lot of support when they need it.

■ TASK 4

Introduction

Hello Uliana, I have found some photos for our project on the topic of different kinds of sport and I would like to describe them to you.

- **explain the choice of the illustrations for the project by briefly describing them and noting the differences;**

The first photo depicts two men. They are playing basketball on the sports ground. In the second photo there are two men taking part in a boxing competition. To my mind, these photos perfectly suit the project we are working on as they show two different kinds of sport: an individual kind of sport such as boxing and a team kind of sport such as basketball.

- **mention the advantages (1–2) of the two type kinds of sport;**

I suppose the kinds of sport presented in the photos have their own pluses and minuses. Speaking about the positive sides, an advantage of playing basketball in a team is that people can get necessary support from their team members when it is needed. As for the advantages of doing such an individual sport as boxing, it develops a personal sense of responsibility.

- **mention the disadvantages (1–2) of the two kinds of sport;**

Speaking about the negative sides, it is necessary to mention that it can be difficult for the sportsmen to get on well with others playing team sports. One disadvantage of doing an individual sport is that one must rely only on themselves.

- **express your opinion on the subject of the project – which kind of sport presented in the pictures you'd prefer and why.**

Personally, choosing between these two kinds of sport I would refer an individual kind of sport such as boxing because I am more confident in myself than in other people.

Conclusion

That's all that I wanted to say. Do you think we can use these photos in our project? I'll be looking forward to your answer.

IRREGULAR VERBS / НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ

Infinitive	Past Tense	Past Participle	Translation
be [bi:]	was / were [wɒz / wɜ:]	been [bi:n]	быть
bear [beə]	bore [bɔ:]	born(e) [bɔ:n]	рождать
beat [bit]	beat [bit]	beaten ['bi:tən]	бить
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	становиться
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	начинать
bite [baɪt]	bit [bɪt]	bitten ['bɪtən]	кусать
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
break [breɪk]	broke ['brəʊk]	broken ['brəʊkən]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt (burned) [bɜ:nt (bɜ:nd)]	burnt (burned) [bɜ:nt (bɜ:nd)]	сжигать
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	лопаться
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
can [kæn]	could [kʊd]	been able to [bɪn 'eɪbəl tə]	мочь
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоять
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
deal [di:l]	dealt [delt]	dealt [delt]	иметь дело
dig [dɪg]	dug [dʌg]	dug [dʌg]	копать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать
dream [dri:m]	dreamt (dreamed) [dremt (dri:md)]	dreamt (dreamed) [dremt (dri:md)]	мечтать

Тематический словарь для подготовки к сдаче устной части ЕГЭ

1 Everyday life. Sharing household responsibilities

Повседневная жизнь и быт, распределение домашних обязанностей в семье

A

- (to) air the room – проветривать комнату
(to) arrange the things – приводить в порядок вещи

B

- broom – веник
brush – щетка
bucket – ведро

C

- (to) clean up the flat – убирать квартиру
(to) clean with a vacuum cleaner – чистить пылесосом
(to) clear the table, to clear away (the dishes) – убирать со стола

D

- (to) dig out weeds – полоть сорняки
dishwasher – посудомоечная машина
(to) do cleaning up – проводить уборку
(to) do household chores – выполнять домашние обязанности
(to) do the hoovering – пропылесосить
(to) do the ironing / iron – гладить
(to) do the washing / do the laundry – стирать, заниматься стиркой
(to) dust the furniture – протирать пыль

E

- (to) empty the dustbin – выносить мусорное ведро
(to) empty the washing machine – доставать белье из стиральной машины

F

- (to) feed the pet – кормить домашнего питомца
floor cloth – половая тряпка

G

- garden-bed – грядка, клумба

I

- iron – утюг

L

- (to) lay the table – накрывать на стол

P

- (to) peel the potatoes – чистить картошку
(to) plant trees / flowers – сажать деревья / цветы

R

- rag – тряпка
rake – грабли
routine work / daily work – повседневная работа
rubber gloves – резиновые перчатки
(to) scatter things – разбрасывать вещи

S

- scoop – совок
(to) sort out things – разбирать вещи
spade – лопата
sponge – губка
(to) sweep the floor – подметать пол

T

- (to) take out the rubbish – выносить мусор
(to) tidy one's room – прибирать в комнате

V

- vacuum cleaner / Hoover – пылесос
vegetable patch – грядка

W

- (to) walk a dog on a leash – выгуливать на поводке
(to) walk the dog – выгуливать собаку
(to) wash the dishes (= to wash up) – мыть посуду
(to) wash the floor – мыть пол
(to) wash the windows – мыть окна
washing machine – стиральная машина
waste bin – мусорное ведро
(to) water the plants – поливать растения
watering can – лейка
(to) wipe the table – вытирать со стола