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## Снятие трудностей в подготовке выпускников школ к сдаче ЕГЭ по английскому языку (раздел „Письмо“)

**Е**диный государственный экзамен по английскому языку — независимый государственный контроль качества обученности выпускников общеобразовательных школ. Качество образования определяется как социальная категория, характеризующая состояние и результативность процесса образования в обществе.

Анализ результатов ЕГЭ за 2008 / 09 учебный год свидетельствует о высоком качестве московского столичного образования в области иностранных языков. В школах с углубленным изучением английского языка, в лицеях и гимназиях ЗАО, как и в Москве в целом, накоплен большой опыт подготовки учащихся 11-х классов по английскому языку к ЕГЭ.

Анализ результатов выполнения экзаменационной работы в разделе „Письмо“ показал, что у выпускников достаточно хорошо сформированы умения выражать мысли в соответствии с поставленной коммуникативной задачей, соблюдать принятые в языке нормы вежливости с учетом адресата, пользоваться соответствующим стилем речи. Однако выпускники испытывают ряд трудностей при применении артиклей, предлогов, видовременных форм глагола, согласовании времен. Требуется дальнейшая работа педагогов школ по улучшению орфографических навыков. Чтобы результаты ЕГЭ были высокими, и учителям, и учащимся нужно внимательно ознакомиться с перечнем нормативных документов, спецификацией и кодификатором, на основе которых закладывается содержание и уровень сложности контрольно-измерительных материалов, а также критериев оценивания части „С“ творческого письменного задания. Необходимо провести анализ имеющихся УМК и дополнительных учебных пособий издательств „Макмиллан“, „Лонгман“ и т. д. В данных учебных пособиях все разделы „Письмо“ направлены на развитие у учащихся способности создавать различные типы текстов — от написания личных и официальных писем до написания сочинений с элементами рассуждения, рассказов, докладов и т. д.

Преодоление трудностей в разделе „Письмо“, связанных с индивидуальными особенностями и потребностями обучаемых, требует выбора методов обучения, создающих условия для оптимального развития познавательной самостоятельности учащихся.

Опыт профессионально ориентированного обучения выпускников школ показывает, что преодоление трудностей в разделе „Письмо“ возможно:

- при создании учебно-методических пособий, в которых лингвистический материал был бы профессионально интересен выпускникам школ;
- при интенсификации процесса обучения и усвоения знаний за счет использования активных методов обучения и ценностно-ориентированных обучающих технологий.

Исходя из ошибок, допущенных при выполнении заданий в разделе „Письмо“, при подготовке учащихся к сдаче ЕГЭ по английскому языку рекомендуется:

1. При выполнении задания С1 (личное письмо) обращать их внимание на внимательное прочтение инструкций и текста-стимула. При ознакомлении с текстом-стимулом учащиеся должны уметь выделять главные вопросы, которые следует раскрыть в работе.
2. Определить стиль (официальный, неофициальный), в зависимости от адресата и вида заданий.
3. Необходимо строить письменное высказывание в соответствии с коммуникативным заданием и с планом, данным в задании.
4. Вступление и заключение не должны быть больше по объему, чем основная часть.
5. Текст необходимо делить на абзацы.
6. Следует соблюдать объем задания.
7. Знакомить учащихся с разными видами заданий по письму, с тем, чтобы сформировать у учащихся представление об особенностях каждого вида. Прилагаем в качестве образца разбор эссе по плану, рекомендуемому в части „С“.

## YOUNG PEOPLE IN MODERN SOCIETY

### TASK 1. Comment on the following statement

Some people believe that modern teenagers are really awful. However, most teenagers think that they are criticized for no reason. What's your opinion? Do you agree that teens are really so bad? Write 200–250 words

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the opposite point of view and explain why you don't agree with it
- draw a conclusion

### Step 1. Introduction

*Exam tip*

Try to paraphrase the topic statement, using synonyms and different grammatical structures. Remember that the purpose of the introduction is to attract the reader's attention and to give background information on the topic. Remember to express your opinion in the introduction

*Think about beginnings for your introduction*

- According to
- It is often said that...
- It is often argued that...
- Nowadays, we are becoming aware of the fact that...
- These days, it seems that...
- Recently we have all become concerned that...
- There is no doubt that...

### *Example of introduction*

According to the older generation, teenagers are lazy, they wear ridiculous clothes and they are appallingly rude to their betters and elders. However, are they really much worse than they used to be a hundred years ago? It seems to me quite the opposite of the truth.

### Step 2. The body of the essay

*Exam tips*

#### 1. Think about language

*Examples of phrases which are often used to give personal opinions.*

- I believe that...
- Personally, I feel that...
- It seems to me that...
- I would argue that...
- I feel strongly that...
- I am convinced that...
- I am greatly in favor of (against)...
- I am completely opposed to...

#### 2. Think about style

In discursive writing, especially in essays, it is important to use neutral style and avoid over-generalisations (e.g. use "People tend to" ... instead of "People always"... or "People often" ... instead of "People always"...)

**3. Think about vocabulary**

Adjectives that describe teenagers: cruel, aggressive, disobedient, rebellious, constructive, hard-working, helpful, caring

Word combinations and expressions: take drugs and alcohol; get involved in fights; become successful; have part-time jobs; achieve great things; listen to awful music; gawp at unsuitable films

**4. Think of two or three arguments to support your opinion**

- a) Teenagers are purposeful and highly-motivated
- b) They achieve great things in sports
- c) They do household chores to help their parents

**5. Think of two or three arguments opponents could use and your counterarguments**

- a) Teenagers are often criticized for having bad habits like taking drugs and alcohol — the argument  
They are aware of the consequences of such bad habits, very few of them get addicted to drugs and alcohol — the counterargument
- b) They are cruel, aggressive and disobedient — the argument  
Not everyone gets involved in fights or tends to commit a crime — the counterargument

**6. Think about linking words to introduce arguments**

Firstly, secondly...  
Moreover  
Furthermore  
In addition  
Besides

**7. Think of transition between paragraphs as the links of a chain**

However  
Anyway  
Nevertheless  
Nonetheless

***Example of the body of the essay***

Personally, I am convinced that teenagers are misjudged. To begin with, most of them are purposeful and highly-motivated. The great majority of school-leavers today enter universities and institutes. They also achieve great things in sports and seem to be more ambitious than they used to be in the past. Besides, lots of teens do household chores as their parents are busy following their career paths and no longer have the energy to fulfill their duties.

However, teenagers are often criticized for having bad habits like taking drugs and alcohol. In my opinion, most teenagers are aware of the consequences of such habits and very few of them get addicted to drugs and alcohol. Some people claim that teenagers are cruel, aggressive and disobedient, I feel strongly that it is not fair as not everyone gets involved in fights or tends to commit a crime.

**Step 3. Conclusion**

*Exam tip*

**Think about language**

To sum up, ...  
In conclusion ...  
To conclude

***Example of the conclusion***

To sum up, I believe that teenagers are not as bad as they are thought to be. The main reason for such unfair attitudes to teenagers is misunderstanding between adults and young people. Very often adults disapprove of their fashion, music and habits. Of course, not all teens are ideal, but they are not worse than their parents.

## TASK 2. Comment on the following statement

Most school children are against wearing a school uniform but their teachers disagree.  
What can you say for and against school uniforms?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- give arguments for
- give arguments against
- draw a conclusion based on the given arguments

### Step 1. Introduction

*Exam tip*

Think about the beginnings for your introduction. When introducing the topic of the essay present both sides of an argument. You should not state your opinion

*Examples of the beginnings*

While it is true that... it must not be forgotten that...

Although it could be argued that... it is also a fact that...

#### **Example of the introduction**

While it is true that school uniform is not compulsory any more, it must not be forgotten that many school headmasters insist on their pupils wearing it.

### Step 2. The body of the essay

*Exam tip*

#### 1. Think about language

*Examples of phrases which are often used to state arguments.*

On the one hand,... on the other hand

Firstly, secondly

What is more,

Furthermore

Besides,

In addition

More than that

To begin with

To start with

Apart from that

#### 2. Think about style

Your essay should be written in a neutral style

#### 3. Think about vocabulary

Adjectives describing school uniform: comfortable, uncomfortable, ugly, stylish, trendy, cheap

Word combinations and expressions: achieve better results at school; distract pupils from studies; be bullied at school; afford to buy stylish trendy clothes; to be likely to misbehave; to be focused on learning

#### 4. Think of two or three arguments in favour of wearing school uniform

- a) pupils achieve better results at school
- b) clothes do not distract them from their studies
- c) parents cannot afford trendy stylish clothes
- d) children are unlikely to misbehave

**5. Think of two or three arguments against wearing school uniform**

- a) have a bad effect on school uniforms are ugly and uncomfortable
- b) school uniforms do not show children's personality
- c) school uniforms can be very expensive

**6. Think of sentence connectors**

- However
- Nevertheless
- Nonetheless
- Still

***Example of the body of the essay***

On the one hand, pupils who wear school uniforms are thought to achieve better results as they are not concentrated on their wardrobe and clothes do not distract them from studies. Furthermore, teachers claim that teenagers in school uniforms are unlikely to misbehave at school. Moreover, many children are often bullied at school because their parents cannot afford to buy them stylish expensive clothes. So, school uniform is the best solution for them.

On the other hand, most pupils refuse to wear school uniforms because they feel uncomfortable in them, especially in hot weather. As a result children cannot focus on learning. Uniforms can therefore have a bad effect on their school results. Apart from that they claim that school uniform does not show their personality which is very important for teenagers. Young people hate looking the same, they aspire to express themselves wearing clothes according to their taste. In addition, many parents consider school uniforms much more expensive than they are thought to be.

**Step 3. Conclusion**

*Exam tip*

**Think about language**

- To sum up
- In conclusion, I would like to stress that...
- To conclude, I would argue that...
- All in all, I believe that

***Example of the conclusion***

In conclusion, taking into consideration the arguments of both sides, I would like to stress that the best solution is to design a comfortable stylish uniform which enables children to wear individual items thus expressing their individuality.

***Список использованной литературы:***

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