

Муниципальное казенное общеобразовательное учреждение  
средняя общеобразовательная школа № 1 п. Михайловка

РАССМОТРЕНО  
на заседании ШМО «Филология»  
Протокол № 3 от 27.12.2021г.

УТВЕРЖДЕНО.  
Приказ от 17.01.2022г.№ 6

**Комплект методических и дидактических материалов  
для написания развернутого письменного высказывания  
с элементами рассуждения на основе таблицы/диаграммы  
в рамках ЕГЭ по английскому языку**

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## 1. MATRIX “STRUCTURE. CONTENT. SPEECH PATTERNS”

<p><b>Paragraph 1</b></p> <p><b>Make an opening statement on the subject of the project work</b></p>	<ul style="list-style-type: none"> <li>• It is hard to deny the importance of ....</li> <li>• As we know/it is a well known fact (that) ... play(s) an important role in ....</li> <li>• I have decided to do a project on ... and found the results of an opinion poll to illustrate some of my ideas.</li> <li>• The project I am working on is aimed at establishing ....</li> <li>• Below I will give my comments on the results of the poll.</li> <li>• I have found some data in the form of a table/diagram/ ....</li> <li>• In this essay I am going to analyse my findings.</li> <li>• I am working on an important project about ....</li> <li>• As part of my project, I analyzed these data and came across some interesting findings.</li> </ul>
<p><b>Paragraph 2</b></p> <p><b>Select and report 2–3 main features</b></p>	<ul style="list-style-type: none"> <li>• As we can see from table/graph/pie chart, ....</li> <li>• As can be seen, ...</li> <li>• The information, given in the table/diagram/bar chart/ clearly illustrates the popularity of ....</li> <li>• What stands out from the table/graph/ pie chart ...</li> <li>• The main/most noticeable feature(s) of this table/graph/pie chart is/are...</li> <li>• The first obvious feature of this chart is that...</li> <li>• One can see from the poll that ...</li> <li>• The most popular ... the least popular ...</li> <li>• The most noticeable trend is that ...</li> <li>• If we look at the graph/table/pie chart, we can see ...</li> <li>• Looking at the main features ...</li> <li>• Another striking feature is ...</li> <li>• The largest proportion of Zetland’s teenagers....</li> <li>• The second most sizeable group is made up of teenagers who...</li> <li>• Teenagers who... represent the smallest group at ...%</li> <li>• We can see that ... is the least important for students/young people/teenagers. It is only ... percent. They put it at the bottom of the table/diagram/bar chart/.</li> <li>• Furthermore/moreover...additionally/besides/in addition/ Meanwhile, ...</li> </ul>

**Paragraph 3**

**Make 1–2 comparisons where relevant**

- Looking at the figures in the table, we can see that ... (noted by ... % of respondents) are almost twice as popular as ...
- Another interesting feature of the poll is that ... are twice as favored as ...
- There are considerable differences in...
- There is a difference between...
- There are also large differences in...
- But a completely different trend can be observed among...
- A closer look at the data reveals....
- According to the data in the table/diagram the greatest difference is that ...
- Another thing that I would like to mention here is that ...turned out to be more /less important than ....
- The table/diagram/bar chart/ also shows that ... which is only ..... percent
- There is not too much of difference between... as they prefer...
- The same trend is observed in...
- The same is observed with...
- ... was the highest rate compared to others.
- Another noticeable change is....
- in comparison/ in contrast, ...
- on the other hand, ...
- not as ... as
- However, / while/ whereas / although / but, ...
- Likewise, ...
- more/less than....

<p><b>Paragraph 4</b></p> <p><b>Outline a problem that can arise with this theme and suggest the way of solving it</b></p>	<ul style="list-style-type: none"> <li>• Although we see that .... are ..., there is a problem connected with this topic.</li> <li>• I believe that the best solution to this problem would be ...</li> <li>• The main problem with/ faced by ... is ...</li> <li>• The foremost problem here is ...</li> <li>• This problem is caused by ...</li> <li>• General solutions centre around ...</li> <li>• One effective solution to deal with ... is ...</li> <li>• A solution that can prove successful is ...</li> <li>• The typical problem arises here is that ... .</li> <li>• As far as I know, it can lead to....</li> <li>• However, /Fortunately, the problem is solvable.</li> <li>• I believe that ... is one effective answer to help solve this problem.</li> <li>• The best way/ the most effective method to solve</li> </ul>
<p><b>Paragraph 5</b></p> <p><b>Draw a conclusion giving your personal opinion on the importance of the theme</b></p>	<ul style="list-style-type: none"> <li>• To sum everything up I came to conclusion that .....</li> <li>• I would like to conclude by saying that, in my opinion, ....</li> <li>• To conclude/ sum up/ summarise</li> <li>• Overall ...</li> <li>• In conclusion ...</li> <li>• I (strongly) believe that ...</li> <li>• I am convinced that ...</li> <li>• In conclusion, I am fully convinced that ...</li> </ul>

## 2. WRITING FORM

- Paragraph 1  $\approx$  Paragraph 5
- Paragraph 2 + Paragraph 3 + Paragraph 4  $>$  Paragraph 1 + Paragraph 5

<b>Paragraph 1</b> Opening statement  <i>2-3 sentences</i>	
<b>Paragraph 2</b> Main features  <i>2-3 sentences</i>	
<b>Paragraph 3</b> Comparisons  <i>3-4 sentences</i>	
<b>Paragraph 4</b> Problem  <i>4 sentences</i>	
<b>Paragraph 5</b> Conclusion  <i>2 sentences</i>	

Total number of words \_\_\_\_\_

### 3. SYNONYMOUS WORDS AND EXPRESSIONS

<b>90 %</b>	nine tenths	nine out of ten	the overwhelming majority
<b>80 %</b>	four fifths	four out of five	the vast majority
<b>75 %</b>	three quarters	three out of four	the vast majority
<b>67 %</b>	two thirds	two out of three	the majority
<b>50 %</b>	half	one out of two	
<b>33 %</b>	one third	one out of three	
<b>25 %</b>	a quarter	one out of four	
<b>20 %</b>	a fifth	one out of five	
<b>10 %</b>	a tenth	one out of ten	
<b>5 %</b>	a very small number	one out of twenty	a tiny minority
	slightly more than...		
	almost/ nearly		

respondents	those surveyed/those questioned
teenagers	teenage boys and girls/13-19 year olds
teenagers in Zetland	teenagers living in Zetland/Zetland's teenagers
readers	book lovers
users	owners
a problem	an issue
survey	poll/opinion poll/ public opinion poll
to solve	to tackle/to deal with
diagram	(pie/bar) chart/graph
show (information)	give/provide/illustrate/describe/compare/present/reveal/ reflect/demonstrate/depict/express/represent
way	method/ actions/steps
to spend X hours on smth/doing smth	to dedicate X hours to smth/to doing smth
to spend time on ... activities	to spend time participating/taking part/engaging in ...

#### 4. POSSIBLE MISTAKES

<b>Paragraph 1</b>	<ul style="list-style-type: none"> <li>• Искажение: <ul style="list-style-type: none"> <li>- темы проекта</li> <li>- типа нелинейного текста</li> <li>- фактической информации (страна, круг респондентов)</li> </ul> </li> <li>• Использование местоимения <i>we</i> вместо <i>I</i></li> <li>• Приписывание проведение опроса, сбора информации, составление таблицы или диаграммы лично себе. Исключить: <i>I have collected, gathered some data/carried out/conducted a survey/an opinion poll</i>. Верно: <i>I have found the results of a poll</i></li> <li>• Отсутствие упоминания: <ul style="list-style-type: none"> <li>- аудитории и/или страны, принимавших участие в опросе</li> <li>- вида работы (проекта), цели проекта</li> </ul> </li> <li>• Указание, что работа над проектом завершена</li> </ul>
<b>Paragraph 2</b>	<ul style="list-style-type: none"> <li>• Отсутствие ссылки на источник данных</li> <li>• Написание числительных прописью</li> <li>• Используются обобщенные формулировки количества (<i>many/the majority</i>) при отсутствии указания конкретных цифр даже в скобках.</li> <li>• Искажение фактической информации (данные взяты из одной позиции, содержание – из другой)</li> </ul>
<b>Paragraph 3</b>	<ul style="list-style-type: none"> <li>• При сравнении употребляются данные, не связанные с темой проекта</li> <li>• Выбор для сравнения данных, которые не отражают суть вопроса</li> <li>• Дублирование информации, которая уже упоминалась в абзаце 2 при сохранении её языкового оформления</li> <li>• Использование во 2 и 3 абзацах менее трёх из приведенных пяти в таблице/диаграмме данных</li> </ul>
<b>Paragraph 4</b>	<ul style="list-style-type: none"> <li>• Надуманная, неочевидная проблема</li> <li>• Проблема, имеющая отношения только к респондентам страны Zetland</li> <li>• Предложены абсурдные, неадекватные пути решения проблемы</li> </ul>
<b>Paragraph 5</b>	<ul style="list-style-type: none"> <li>• Отсутствие ссылки на личное мнение.</li> <li>• Слишком краткое или объёмное заключение</li> </ul>
<b>General mistakes</b>	<ul style="list-style-type: none"> <li>• Слова <i>kids/teens</i> вместо <i>children/teenagers</i>;</li> <li>• Выражение <i>I reckon</i> вместо <i>I believe/think</i></li> <li>• Слова <i>a lot of/lots/plenty</i> вместо <i>many/a great (a large) number of</i> (для исчисляемых) и <i>much/a large amount of</i> (для неисчисляемых)</li> <li>• Риторические вопросы</li> <li>• Разговорные выражения и конструкции</li> <li>• Сниженную лексику (<i>в словарях помеченная slang, informal, spoken</i>)</li> <li>• Сокращения</li> <li>• Идиомы</li> <li>• etc. (нельзя - and etc)</li> </ul>