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ФГБОУ ВО «Глазовский государственный инженерно-педагогический
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УТВЕРЖДАЮ

Ректор ГИПУ

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ПРОГРАММА ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ по общеобразовательному предмету **АНГЛИЙСКИЙ ЯЗЫК**

Пояснительная записка

Программа вступительного испытания по общеобразовательному предмету «Английский язык» составлена на основе федерального государственного образовательного стандарта среднего общего образования и федерального государственного образовательного стандарта основного общего образования с учётом соответствия уровню сложности ЕГЭ по иностранному (английскому) языку.

Целью испытания является оценка уровня сформированности знаний и представлений у поступающих в области иностранного (английского) языка.

Вступительное испытание представляет собой лексико-грамматическое тестирование.

Общее количество баллов за выполнение всего теста равняется 100 баллам. Каждый правильный ответ в заданиях на понимание звучащей речи и в заданиях на выявление уровня сформированности грамматических навыков оцениваются в 2 балла. За каждый правильный ответ в остальных заданиях абитуриент получает 1 балл.

Время на выполнение теста – 180 минут.

Минимальная сумма баллов для положительного результата испытания – 30 баллов.

Абитуриент, выполняющий лексико-грамматический тест должен владеть английским языком на следующем уровне:

ЗНАТЬ/ПОНИМАТЬ:

1. Языковой материал

1.1 языковой лексический материал:

1.1.1. значения лексических единиц, связанных с изученной тематикой и соответствующими ситуациями общения (см. подраздел «Предметное содержание речи»);

1.1.2 значения оценочной лексики;

1.1.3 значения идиоматической лексики в рамках изученных тем;

1.1.4 значения реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;

1.2 языковой грамматический материал:

1.2.1 значение изученных грамматических явлений;

1.2.2 значение видовременных форм глагола;

1.2.3 значение неличных и неопределенно-личных форм глагола;

1.2.4 значение глагольных форм условного наклонения;

1.2.5 значение косвенной речи/косвенного вопроса;

1.2.6 значение согласования времен;

1.2.7 средства и способы выражения модальности;

1.2.8 средства и способы выражения условия;

1.2.9 средства и способы выражения предположения;

1.2.10 средства и способы выражения причины;

1.2.11 средства и способы выражения следствия;

1.2.12 средства и способы выражения побуждения к действию;

1.3. страноведческую информацию из аутентичных источников, сведения о стране/странах изучаемого языка:

1.3.1 сведения о культуре и науке;

1.3.2 сведения об исторических и современных реалиях;

1.3.3 сведения об общественных деятелях;

1.3.4 сведения о месте в мировом сообществе и мировой культуре;

1.3.5 сведения о взаимоотношениях с РФ;

1.4 языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера:

1.4.1. Аудирование

1.4.1.1 Понимать основное содержание различных аутентичных прагматических и публицистических аудио- и видеотекстов соответствующей тематики.

1.4.1.2 Извлекать необходимую/запрашиваемую информацию из различных аудио- и видеотекстов соответствующей тематики.

1.4.1.3 Полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения.

1.4.1.4 Отделять главную информацию от второстепенной, выявлять наиболее значимые факты.

1.4.1.5 Определять тему звучащего текста.

1.4.1.6 Выявлять факты/примеры в соответствии с поставленным вопросом/проблемой.

1.4.1.7 Обобщать содержащуюся в тексте информацию, определять свое отношение к ней.

1.4.2 Чтение

1.4.2.1 Читать аутентичные тексты различных стилей (публицистические, художественные, научно-популярные, прагматические) с использованием различных стратегий/видов чтения в соответствии с коммуникативной задачей.

1.4.2.2 Использовать ознакомительное чтение в целях понимания основного содержания сообщений, интервью, репортажей, публикаций научно-познавательного характера, отрывков из произведений художественной литературы.

1.4.2.3 Использовать просмотровое/поисковое чтение в целях извлечения необходимой/запрашиваемой информации из текста статьи, проспекта.

1.4.2.4 Использовать изучающее чтение в целях полного понимания информации прагматических текстов, публикаций научно-познавательного характера, отрывков из произведений художественной литературы.

1.4.2.5 Отделять главную информацию от второстепенной, выявлять наиболее значимые факты.

1.4.2.6 Определять свое отношение к прочитанному.

1.4.2.7 Определять временную и причинно-следственную взаимосвязь событий, прогнозировать развитие/результат излагаемых фактов/событий, обобщать описываемые факты/явления.

1.4.2.8 Определять замысел автора, оценивать важность/новизну информации, понимать смысл текста и его проблематику, используя элементы анализа текста.

1.4.3. Письмо

1.4.3.1 Заполнять различные виды анкет; сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка.

1.4.3.2 Описывать явления, события, излагать факты, выражая свои суждения и чувства; расспрашивать о новостях и излагать их в письме личного характера.

1.4.3.3 Делать выписки из иноязычного текста.

1.4.3.4 Описывать явления, события, излагать факты в письме делового характера.

1.4.4 Социокультурные умения

1.4.4.1 Осуществлять межличностное и межкультурное общение с применением знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, полученных на уроках иностранного языка.

1.4.4.2 Использовать сведения, полученные в ходе изучения других предметов, для расширения своих социокультурных знаний и умений.

1.4.4.3 Сравнивать факты родной культуры и культуры страны/стран изучаемого языка.

1.4.4.4 Использовать языковые средства и правила речевого и неречевого поведения в соответствии с нормами, принятыми в стране/странах изучаемого языка.

1.4.5. Компенсаторные умения

1.4.5.1 Пользоваться языковой и контекстуальной догадкой при чтении и аудировании.

1.4.5.2 Прогнозировать содержание текста по заголовку/началу текста, использовать текстовые опоры различного рода (подзаголовки, таблицы, графики, шрифтовые выделения, комментарии, сноски).

1.4.5.3 Игнорировать лексические и смысловые трудности, не влияющие на понимание основного содержания текста.

1.4.5.4 Использовать переспрос и словарные замены в процессе речевого общения.

1.4.5.5 Использовать перифраз/толкование, синонимы, эквивалентные замены для дополнения, уточнения, пояснения мысли.

Предметная сторона речи, представленная в материалах вступительного испытания:

1. Повседневная жизнь и быт, распределение домашних обязанностей в семье. Покупки

2. Жизнь в городе и сельской местности. Проблемы города и села.

3. Общение в семье и школе, семейные традиции, межличностные отношения с друзьями и знакомыми.

4. Здоровье и забота о нем, самочувствие, медицинские услуги.
5. Здоровый образ жизни
6. Роль молодежи в современном обществе, ее интересы и увлечения.
7. Досуг молодежи: посещение кружков, спортивных секций, клубов по интересам. Переписка.
8. Родная страна и страна/страны изучаемого языка. Их географическое положение, климат, население, города и села, достопримечательности.
9. Путешествие по своей стране и за рубежом, осмотр достопримечательностей.
10. Природа и проблемы экологии.
11. Культурно-исторические особенности своей страны и стран изучаемого языка.
12. Вклад России и стран изучаемого языка в развитие науки и мировой культуры.
13. Современный мир профессий, рынок труда.
14. Возможности продолжения образования в высшей школе.
15. Планы на будущее, проблема выбора профессии.
16. Роль владения иностранными языками в современном мире.
17. Школьное образование. Изучаемые предметы, отношение к ним. Каникулы.
18. Научно-технический прогресс, его перспективы и последствия.
19. Новые информационные технологии.
20. Праздники и знаменательные даты в различных странах мира.

Примерное содержание письменного теста по английскому языку

Задание № 1

Прослушайте 6 высказываний и установите соответствие между высказываниями каждого говорящего 1-6 и утверждениями, данными в списке А-Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

- A.** The speaker tells how she managed to find a good job.
- B.** The speaker talks about his studies at the department of law.
- C.** The speaker describes the last day of their vacation.
- D.** The speaker tells about his unfortunate day in Netherlands.
- E.** The speaker gives advice on choosing a place to stay at while travelling.
- F.** The speaker shares his impressions about travelling in Africa.
- G.** The speaker complains about poor service and rude employees.

Speaker 1

Last year I finished school and entered the university. I'm studying law in London now. I like the academic level of this university, I study a lot and one of my most recent activity is a research project on human rights law that I am doing for my human rights law professor and the contents of it is going through the history and I am looking for human rights events or documents there were in the history, I am writing a time line.

Speaker 2

This tour was really unforgettable! The Blyde River Canyon is one of Africa's natural wonders — a massive, majestic red sandstone gorge with sheer cliffs that plunge into the water below. At the top of the canyon, are easily accessible view sites, the most impressive being God's Window and the Three Rondawels. We've seen attractive waterfalls named the Bridal Veil, Lone Creek and Horseshoe. Another highlight in this area is the Bourke's Luck Potholes, an intriguing fantasia of water-eroded rocks sculpted into a surreal landscape.

Speaker 3

We returned a computer to target which we purchased as a Christmas present for our kids. We gave it to them December 23, 2006 and it did not work. We explained that we bought it at the end of October as a Christmas present and this was the first time used. He at first tried to do the return but the system would not allow it. He then told us there was nothing he could do and basically target was not responsible. He tried calling corporate but it seemed that all the executives had gone home early. After a heated discussion the manager called security and had 2 men surround me as if I were the criminal! I feel this behavior was outrageous and embarrassing.

Speaker 4

My job search began a couple of weeks before summer started. I had become increasingly frustrated by the lack of student jobs listed in various newspapers. Then I heard about "Staff recruitment" and decided to take it a shot. I found many more interesting and better paying jobs there than in any of the previous agencies I had visited. I landed the first job I ever applied for. I believe this was because I tailored both my resume and cover letter appropriately to the position. It turned out to be an excellent job and one which I thoroughly enjoyed doing. I would definitely recommend visiting "Staff recruitment".

Speaker 5

This morning we ordered room service for breakfast. We knew that this day would be full of nerves and emotions as we prepared for the final luncheon to announce who the Sea King and Queen of the Year would be. The luncheon was held at the Mala Guinus with interesting Hawaiian dishes on the menu. We congratulated the winners and hung out at the beach for the afternoon. For our final goodbye dinner we walked over to the Shore Maze Restaurant and had excellent appetizers at the bar while we waited for a table. Overall it was an exciting week where we met some outstanding people and made new friends.

Speaker 6

I came to Amsterdam for the PSW Conference 2007, every-thing went well till I arrived in Amsterdam but, when my plane landed, my baggage was lost and I stayed quit for few hours there in the airport to see a good news. But everything

works unexpectedly, so I did not get the baggage, therefore I informed the baggage service guys in the airport and went to the hotel. I came to the hotel early morning and these days the hotel was full due to the Queen's day, so they asked me to stay in the lobby area till they get a room so I was staying there for two hours. They simply forgot about me! Unfortunately all the shops were closed there since the Queen's day celebrations were happening there, so I was very upset.

Говорящий	1	2	3	4	5	6
Утверждение						

Задание № 2

Установите соответствие между заголовками А-Н и текстами 7-13. Занесите свои ответы в таблицу.

Используйте каждую букву **только один раз**. В задании **один заголовок лишний**.

- A. Youth's life in Bronx
- B. Boys' talents
- C. Youth's hobbies in H. Belafonte's film
- D. Dancing helps to forget the cruelty
- E. The first impression of the film
- F. Hip-Hop movement
- G. Popularity of breakdance
- H. Life without sense

7. Breakdance, graffiti-painting, rapsongs, Hip-Hops ... - fascinating words, but what about their background? What makes Black youth in the USA engage in such admittedly impressive hobbies? "Beat Street", a film produced by Harry Belafonte, which you can see in our cinemas at present, provides some information. I had heard a lot of pros and cons about this film, a lot of different opinions about it, so I decided to see it myself.

8. My first impression was that the problem dealt with are not presented as clichés, everybody gets a lot of background information. In an interview Harry Belafonte said: "I've followed break-development attentively. It is an outcry of a youth we all have forgotten. A shriek of a youth without future in reality, with true 'no future'..."

9. So it is understandable why little Black Lee is breakdancing in the streets of New York, why Ramon — an unemployed white boy who is painting the white trains of the New York subway - considers himself to be an artist. And Kenny, who is unemployed, too, as a disc jockey produces his own music, mixing it with the help of things like dropping watertaps or brushes, thus producing a truly fascinating music; the reaction of his audience speaks for itself.

10. These three young men belong to 'Hip-Hop'. This movement developed during the seventies in the USA, especially in the New York Bronx. It includes rap-songs, graffiti-painting as well as breakdance. For young girls and boys this movement is becoming more and more a kind of expression. They see it as a way to achieve something. Here they can express their longing for admiration, their desires and their disappointments.

11. For too many young people in the USA — especially those living in slums such as the New York Bronx — life seems to be without sense. "Only living people are able to cry. People murder people. A world without sense." This is their reaction.

12. The film isn't a copy of usual breakdance films. Belafonte shows more. He shows the life of youth in the Bronx and their thrilling joy of life. And he demonstrates breakdance in nearly acrobatic pictures. Little Lee, whose feet seem to be of gum when the rhythm of breakdancing not only as a means of earning some cents. For him it is more than just dancing. In it he expresses his disappointments and his longing for something better.

13. Those young people — Black and white — create a world of their own — a wild, crazy, colourful world, and the rhythm of their music is their pulsation. For a short time they forget the cruelty of daily life in a world without illusions and without pity. The film tries to seize light and darkness of that life.

7	8	9	10	11	12	13

Задание № 3

*Прочитайте разговор между друзьями. Определите, какие из приведенных утверждений 14—20 соответствуют содержанию текста (1 — **True**), какие не соответствуют (2 — **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — **Not stated**). Занесите свои ответы в таблицу.*

Mark: So what is meditation?

Alec: Hmm...good question... Well meditation is a huge variety of techniques that are used to move people into the moment...or to use a cliché, the "here and now"...

Mark: Hm-mm what kind of techniques? ...For example... Can you give me an example?

Alec: Well... yeah...there are...Buddhist techniques...there are many different types of Buddhist techniques but some of the main techniques are to do with using...your breath so that you are focusing on... your breathing and you're bringing your mind... your thinking mind ...what they call the aahm....what is it... the crazy monkey, is it?...or the mad monkey? ... the mad monkey mind... and you are bringing that... redirecting that... commanding the attention of your mind...your thoughts ...and bringing it to the breath...focusing on the breath.

Mark: Focusing so like ...controlling your mind and focusing on the breath.

Alec: No, you don't control your mind. That is impossible... you just have to gently redirect it...continually redirect it... towards focusing on your senses... so in a way...meditation... a big part of meditation is using your senses to go...what do they call it?... beyond your senses.

Mark: And how long have you been meditating?

Alec: Since I was a teenager....and in my early twenties you know. I started to meditate... I got hold of this...

Mark: So that is a hundred

Alec: That is a thousand years ago...

Mark: Ha **haha**...

Alec: ...you know...several lifetimes ago...no I was really into trying to work out what was going on ...because I...I had a lot of hang-ups....still do I suppose but I can work with them much easier now.

Mark: You went to India, is that right?

Alec: No, no, no, I will just explain. I went to India very recently by comparison. When I was about twenty...nineteen... twenty, I was reading ...one particular book I remember which really influenced me was by Alan Watts who wrote a lot of books about west meets east.

Mark: Um-hm

Alec: ...which was very big at the time...it still is...you know that a lot of people were looking into the mystical philosophies of the eastern way and I remember reading this and practicing it just sitting...! remember my first try at meditation when I was choosing various comfortable seats. I had my back straight and I was very relaxed...and then focusing on parts of my body for example my hands... just to focus my attention just on how my hands felt... the sensation in my hand... or my whole body sometimes... and to focus on what occurred and by working on that ... on a continual basis... it is a very transformational thing.

Mark: Mm.

Alec: So meditation is very transformational.

Mark: You have done guided meditation with me before. What do you think we go upstairs and you take me through a guided mediation?

Alec: Yeah, ok, that would be great.

Mark: (Do) you want to do that now or later?

Alec: Whenever you want to because really aah..

Mark: Let's sit here and talk a little and we will do that a little bit later.

Alec: Ok.

14. There are not many techniques of meditation.

1) True 2) False 3) Not stated

15. Focusing on the breath controls your mind.

1) True 2) False 3) Not stated

16. Alec has been meditating since he was a teenager.

1) True 2) False 3) Not stated

17. Alec has read many books by Alan Watts.

1) True 2) False 3) Not stated

18. Alec was choosing various comfortable seats after his first try at meditation.

1) True 2) False 3) Not stated

19. Mark offered Alec to take him through a guided meditation.

1) True 2) False 3) Not stated

20. Alec recommended Mark some books on meditation.

1) True 2) False 3) Not stated

14	15	16	17	18	19	20

Задание № 4

Прочитайте рассказ о внедрении единой европейской валюты и выберите правильный вариант ответа, который соответствует тексту. Занесите ответы в таблицу.

THE EFFECTS AND IMPLICATIONS OF THE NEW MONEY

When the euro first came into being on 1 January 1999, it was the first time since Diocletian ruled the Roman Empire that Europe had had a single currency. Now, after more than 50 years of incrementally building a unified Europe, a new dawn is beginning. In existence as a virtual currency for two years, the euro will soon become tangible reality for citizens and visitors of the 12 Euroland countries. The launch of euro coins and banknotes is certainly one of the milestones of the New Europe. Indeed it is one of the most audacious plans in economic history.

Overnight, the deutsch-mark and frank will join with the guilder, lira, punt, schilling and franc, melding with the peseta, es-cudo, markka and drachma, to become one. Thousands of foreign exchange dealers will clear their desk, and notes and coins that served more than 300 million people will be reduced to museum pieces. The move is an unprecedented one. Although currency unions have come and gone, never before has the world witnessed the fusion of so many different monetary systems without a single dominant government in charge. It has brought with it unprecedented logistical challenges. The sheer amount of metal needed to mint the new currency has affected the world's metal markets. Unlike most of Europe's old coins, the new ones will contain no nickel after concern from the European Parliament that it may cause skin allergies. When the world discovered that melting down the old coins would result in a 100,000 tonne surplus of the metal, the price of nickel fell by more than 10 per cent. The logistics of designing the new notes and coins was a mammoth task in itself. Even the single design of the euro symbol -the stylized capital E inspired by the Greek letter epsilon — went through 30 drafts before it was approved. The E was chosen to represent the first letter of the word "Europe" with the two parallel lines signifying the stability of the currency.

21. The history of a single currency of Europe began ...

- 1) in 1999
- 2) from Roman Empire
- 3) 50 years ago

22. What is the one of the milestones of the New Europe according to the author?

- 1) New coins and banknotes
- 2) Consolidation between 12 Euroland countries
- 3) Unified Europe

23. What will happen with the old European money?

- 1) Nothing
- 2) They will be exchanged in all countries
- 3) They will be on the museum exhibitions

24. What is the euro symbol?

- 1) Special sign
- 2) Symbol of a unified Europe
- 3) One of the Greek letters

25. How many drafts of designing of the new notes and coins were?

- 1) one
- 2) thirty
- 3) two

26. New Europe's coins will contain no ...

- 1) cadmium
- 2) lead
- 3) nickel

27. Why was the letter E chosen?

- 1) It is the Greek letter epsilon
- 2) It is the first letter of the word "Europe"
- 3) Letter E is the special sign for signifying the stability of the currency

21	22	23	24	25	26	27

Задание № 5

Прочитайте текст, приведенный ниже в таблице. Преобразуйте слова, напечатанные заглавными буквами в таблице справа, обозначенных номерами 28—34 так, чтобы они грамматически соответствовали содержанию текста. Запишите полученные слова в таблицу.

ALL FOOLS' DAY

28	The first day of April _ in England as All Fools' Day, or April Fools' Day or, in some northern districts as April NoddyDay.	KNOW
29	In Schotland and along the border it Huntigowk Day or Gowkin' Day.	BE
30	Other countries have other names for this cheerful anniversary on which, by time-honoured and widespread custom, any person, young or old, important or otherwise, may be _ an April Fool between the hours of midnight and noon.	MAKE
31	Children are, of course, very keen supporters of the traditions although some of the _ practical jokes perpetrated on this day cannot be laid at their door.	ELABORATE
32	Their victims _____ of all types and ages — other children, parents, school teachers, tradesmen, friends, or any one else unwary enough to fall into their well-laid traps.	BE
33	Most of their tricks are far from original, and many _ _ so often already that they have now become traditional, yet they succeed again and again, and will probably go on doing so for a long time to come.	USE
34	One is to tell someone that his shoe-lace _____, or his tie is crooked, or that something else is wrong with his dress, when in fact all is in order."	UNDO

28	29	30	31	32	33	34

Задание № 6

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров 35—40 так, чтобы они грамматически и лексически соответствовали содержанию текста. Запишите полученные слова в таблицу.

NEWZEALAND

35	New Zealand, an independent state and a member of the Commonwealth, is situated south-east of Australia. The country _____ of three large islands, called North Islands, South Islands and Stewart Island, and also many small islands.	CONSIST
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36	The main cities in North Island are Auckland, the _ _ city and port with 750,000 inhabitants, and Wellington, the capital	LARGE
37	A little north of Wellington there is an important industrial area, now included in the city. Christchurch and Dunedin are the towns in South Island. The cities and towns of the country resemble very much those of England, especially Christchurch. Dunedin is more like Edinburgh, the capital of Scotland.	IMPORTANT
38	New Zealand is a _____ country. The mountains run from the south-west to the north-east throughout both the largest islands. The Southern Alps, the highest New Zealand Mountains, lie near the west coast of South Island.	MOUNTAIN
39	The climate in New Zealand is warm and part of the country is well watered.	GREAT
40	New Zealand has very few animals. The kiwi, a bird which lives in the forest and does not fly, nowhere else in the world.	FIND

35	36	37
38	39	40

Задание № 7

Прочитайте текст с пропусками, обозначенными номерами 41—47. Эти номера соответствуют заданиям 41—47, в которых представлены возможные варианты ответов. Выберите правильный вариант ответа и занесите его в таблицу.

Since February 1989, when she **41** her first big hit, Paula Abdul has had fantastic success. Her **42** _____ have been selling in millions. She has choreographed the dancing in the American Oscars and the films *Coming to America* and *The Doors*. In 1990 American **43** _ school students voted her the "hero of Young America". The newspapers have **44** her "The New Madonna". How **45** ___ she feel about her success?

"It's wonderful", she says. "I never **46** it to be like this." She is very happy if people **47** _____ her to Madonna.

"Madonna has had an incredible career. She's a **48** _____ girl who's achieved so much. I think she is great".

But Paula hasn't done everything yet. She's been choreographing films for years but now she wants to star in one herself. She wants to be in a big **49** _____. "My whole life is about song and dance", she **50** _____.

41 1) had 2) has 3) owner 4) possess

42 1) notes 2) messages 3) reminiscents 4) records

43 1) high 2) tall 3) great 4) outstanding

44 1) nickname 2) told 3) called 4) described

45 1) do 2) has 3) is 4) does

46 1) expected 2) waited 3) expectation 4) looked for

47 1) describe 2) call 3) believe 4) compare

48 1) intellectual 2) hardworking 3) foolish 4) very educated

49 1) performance 2) school 3) shop 4) musical

50 1) says 2) answers 3) wonders 4) surprises

41	42	43	44	45	46	47	48	49	50

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