

**«УТВЕРЖДАЮ»**  
**Руководитель Федеральной**  
**службы по надзору в сфере**  
**образования и науки**



**«СОГЛАСОВАНО»**  
**Председатель Научно-**  
**методического совета ФИПИ**  
**по иностранным языкам**

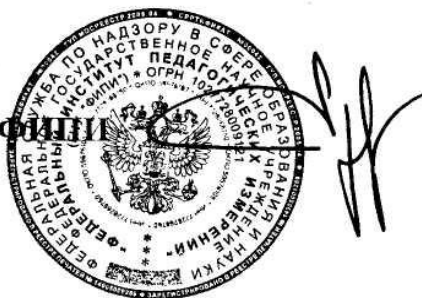
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**Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ**

**Демонстрационный вариант КИМ 2007 г.**

**подготовлен Федеральным государственным научным учреждением**  
**«ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ»**

**Директор ФИПИ**



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## Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ

### Пояснения к демонстрационному варианту

При ознакомлении с Демонстрационным вариантом 2007 года следует иметь в виду, что задания, включенные в демонстрационный вариант, не отражают всех вопросов содержания, которые будут проверяться с помощью вариантов КИМ в 2007 году. Полный перечень вопросов, которые могут контролироваться на едином государственном экзамене 2007 года, приведен в кодификаторе, помещенном на сайтах [www.ege.edu.ru](http://www.ege.edu.ru) и [www.fipi.ru](http://www.fipi.ru).

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику ЕГЭ и широкой общественности составить представление о структуре будущих КИМ, числе, форме, уровне сложности заданий: базовом, повышенном и высоком. Приведенные критерии оценки выполнения заданий с развернутым ответом (тип «С»), включенные в этот вариант, позволят составить представление о требованиях к полноте и правильности записи развернутого ответа.

Эти сведения позволят выпускникам выработать стратегию подготовки и сдачи ЕГЭ в соответствии с целями, которые они ставят перед собой.

## **АНГЛИЙСКИЙ ЯЗЫК**

### **Демонстрационный вариант 2007 г.**

#### **Инструкция по выполнению работы**

Экзаменационная работа по английскому языку состоит из пяти разделов, включающих 48 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое – на установление соответствия и 14 заданий с выбором одного правильного ответа из трех предложенных. Рекомендуемое время на выполнение Раздела 1 – 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырех предложенных. Рекомендуемое время на выполнение Раздела 2 – 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырех предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 – 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы – 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Раздел 5 (Говорение) включает два задания: тематическое монологическое высказывание и диалог с целью обмена оценочной информацией. Время устного ответа – 10 минут на одного испытуемого.

Чистое время проведения экзамена на одного человека (без учёта времени ожидания и инструктажа) – 170 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**B1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1 – 6** и утверждениями, данными в списке **A – G**. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.*

- A.** The speaker liked the panorama in front of the hotel.
- B.** The speaker talks about having problems with police on arrival.
- C.** The speaker had a hard time finding his way to the hotel.
- D.** The speaker tells how to save money while visiting an expensive place.
- E.** The speaker gives advice on choosing a place to stay at while travelling.
- F.** The speaker found the view from his hotel room awful.
- G.** The speaker was surprised at some norms of cultural behaviour in the country he was visiting.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор между друзьями. Определите, какие из приведённых утверждений **A1 – A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1**

It didn't cost Betsy anything to use the diving equipment.

- 1) True                                  2) False                                  3) Not stated

**A2**

Alex had to work more than 9 hours on Saturday.

- 1) True                                  2) False                                  3) Not stated

**A3**

Alex is pleased with the benefits he gets at his work.

- 1) True                                  2) False                                  3) Not stated

**A4**

Betsy forgot about her classmate's birthday.

- 1) True                                  2) False                                  3) Not stated

**A5** Betsy's friends gave her a lift home because it was very late at night.

- 1) True                                      2) False                                      3) Not stated

**A6** Alex was invited by his grandparents for lunch on Sunday.

- 1) True                                      2) False                                      3) Not stated

**A7** Betsy couldn't make herself do any homework on Sunday.

- 1) True                                      2) False                                      3) Not stated

*Вы услышите рассказ молодого человека о его опыте обучения в школе пилотов. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**A8** The narrator decided to get a pilot's license because

- 1) his school teacher encouraged him to do so.
- 2) his father had a single engine aircraft.
- 3) he was interested in aviation science.

**A9** The narrator signed up for the aviation school right after his discovery flight because he had been

- 1) fascinated by the beauty of the sky.
- 2) allowed to fly the plane.
- 3) offered a short-term course.

**A10** The narrator was planning to get his license

- 1) before his final school exams.
- 2) right after his final school exams.
- 3) before leaving for college.

**A11** The new instructor found the narrator's knowledge of the theory

- 1) very good.
- 2) adequate.
- 3) unsatisfactory.

**A12** The narrator's test results were

- 1) good enough for him.
- 2) lower the pass mark.
- 3) far beyond his expectations.

**A13** The narrator's family wanted him to

- 1) quit the course.
- 2) continue the course.
- 3) take a break from the course.

**A14** Since the time the narrator got his license he has

- 1) had no chance to fly.
- 2) flown quite regularly.
- 3) hardly ever flown.

*По окончании выполнения заданий **V1** и **A1 – A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **V1**, **A1 – A14** располагаются в разных частях бланка. **V1** расположено в нижней части бланка. При переносе ответов в задании **V1** буквы записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

*Установите соответствие между заголовками А – Н и текстами 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании один заголовок лишний.*

- |                               |                                |
|-------------------------------|--------------------------------|
| <b>A. First computers</b>     | <b>E. Professional sport</b>   |
| <b>B. Risky sport</b>         | <b>F. Shopping from home</b>   |
| <b>C. Shopping in comfort</b> | <b>G. New users</b>            |
| <b>D. Difficult task</b>      | <b>H. Digging for the past</b> |

**1.** A group of university students from Brazil have been given the job of discovering and locating all the waterfalls in their country. It is not easy because very often the maps are not detailed. The students have to remain in water for long periods of time. Every day they cover a distance of 35 to 40 kilometers through the jungle, each carrying 40 kilos of equipment.

**2.** For many years now, mail-order shopping has served the needs of a certain kind of customers. Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.

**3.** Another generation of computer fans has arrived. They are neither spotty schoolchildren nor intellectual professors, but pensioners who are learning computing with much enthusiasm. It is particularly interesting for people suffering from arthritis as computers offer a way of writing nice clear letters. Now pensioners have discovered the Internet and at the moment they make up the fastest growing membership.

**4.** Shopping centres are full of all kinds of stores. They are like small, self-contained towns where you can find everything you want. In a large centre, shoppers can find everything they need without having to go anywhere else. They can leave their cars in the shopping centre car park and buy everything in a covered complex, protected from the heat, cold or rain.

**5.** Not many people know that, back in the fifties, computers were very big, and also very slow. They took up complete floors of a building, and were less powerful, and much slower than any of today's compact portable computers. At first, the data they had to process and record was fed in on punched-out paper; later magnetic tape was used, but both systems were completely inconvenient.



**6.** Potholing is a dull name for a most interesting and adventurous sport. Deep underground, on the tracks of primitive men and strange animals who have adapted to life without light, finding unusual landscapes and underground lakes, the potholer lives an exciting adventure. You mustn't forget, though, that it can be quite dangerous. Without the proper equipment you can fall, get injured or lost.

**7.** Substantial remains of an octagonal Roman bath house, probably reused as a Christian baptistry, have been uncovered during a student training excavation near Faversham in Kent. The central cold plunge pool was five metres across, and stood within a structure which also had underfloor heating and hot pools, probably originally under a domed roof.

1	2	3	4	5	6	7

**B3**

*Прочитайте текст и заполните пропуски 1 – 6 частями предложений, обозначенными буквами А – G. Одна из частей в списке А – G лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.*

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists' view of the universe. The telescope is named after American astronomer Edwin Hubble, **1** \_\_\_\_\_.

He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, **2** \_\_\_\_\_.

Hubble was launched in 1990 from the "Discovery" space shuttle and it is about 350 miles above our planet, **3** \_\_\_\_\_. It is far from the glare of city lights, it doesn't have to look through the air, **4** \_\_\_\_\_.

And what a view it is! Hubble is so powerful it could spot a fly on the moon.

Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images **5** \_\_\_\_\_.

Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn't just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could "fry" the telescope's instruments, but it can detect infrared and ultra violet light **6** \_\_\_\_\_.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

- A. which is above Earth's atmosphere.
- B. which are transmitted to scientists on Earth.
- C. which is invisible to the human eye.
- D. who calculated the speed at which galaxies move.
- E. so it has a clear view of space.
- F. because many stars are in clouds of gas.
- G. but where it is.

1	2	3	4	5	6

*Прочитайте рассказ и выполните задания A15 – A21, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.*

Sometimes my father scares me. He can tackle something he knows nothing about, and nine times out of ten, it will come out all right. It's pure luck, of course, but try convincing him. "Frame of Mind," he says. "Just believe you can do a thing, and you'll do it." "Anything?" I asked. "Some day your luck will run out. Then see what good your Frame of Mind will do," I said.

Believe me, I am not just being a smart Alec. It so happens that I have actually tried Frame of Mind myself. The first time was the year I went all out to pass the civics final. **I had to go all out**, on account of I had not cracked a book all year. I really crammed, and all the time I was cramming I was concentrating on Frame of Mind. Just believe you can do a thing – sure. I made the lowest score in the history of Franklin High. "Thirty-three percent," I said, showing my father the report card. "There's your Frame of Mind for you." He put it on the table without looking at it. "You have to reach a certain age and understanding," he explained. "That's the key to Frame of Mind." "Yeah? What does a guy do in the meantime?" "Maybe you should study. Some kids learn a lot that way."

That was my first experience with Frame of Mind. My latest one was for a promotion at the Austin Clothing Store. Jim Watson had a slightly better sales record and was more knowledgeable and skillful. Me, I had Frame of Mind. Jim Watson got the job. Did this convince my father? It did not. To convince him, something had to happen. To him, I mean. Something did happen, too, at the Austin Clothing Store. My father works there, too. What happened was that Mr Austin paid good money for a clever Easter window display. It's all set up and we're about to draw the curtain when we discover the display lights won't work. I can see Mr Austin growing pale. He is thinking of the customers that could go right by his store in the time it will take him to get hold of an electrician.

This is when my father comes on the scene. "Is something the matter?" he says. "Oh, hello, Louis," Mr Austin says. He calls my father "Louis." Me, Joe Conklin – one of his best salesmen – he hardly knows. My father, a stock clerk, he calls "Louis." Life isn't always fair. "These darned lights won't work." "H'mm, I see," my father says. "Maybe I can be of service." From inside his pocket comes a screwdriver. Mr Austin looks at him. "Can you help us, Louis?" "No, he cannot," I volunteer. "You think he's Thomas Edison?" I don't intend to say that. It just slips out. "Young man, I was addressing your father," Mr Austin says, giving me a cold hard look. My father touches something with his screwdriver and the display lights go on.

What happened next was that the big safe in Mr Austin's office got jammed shut with all our paychecks in it. From nowhere comes my father. "Is something the matter?" he says. "The safe, Louis," Mr Austin is saying. "It

won't open, I was going to send for you." "H'mm, I see," my father says. "Can you help us, Louis?" Mr Austin inquires. I start to say he cannot, but I stop myself. If my father wants to be a clown, that's his business. "What is the combination of this safe?" my father says. Mr Austin whispers the combination in my father's ear. Armed with the combination, he starts twirling the knob. I can't believe it: grown men and women standing hypnotized, expecting that safe door to open. And while they stand there, the safe door opens.

"Go ahead, say it was luck, my opening the safe today," my father says. "OK," I reply. Then I tell him what I saw in the faces of those people in Mr Austin's office: confidence and trust and respect. "The key to Frame of Mind is you have to use it to give support to those who need it when there's no one else to save the situation. Otherwise it will not work."

**A15** The narrator thought that his father

- 1) believed that he was the luckiest man in the world.
- 2) was a knowledgeable and highly qualified man.
- 3) succeeded in almost everything he did.
- 4) didn't mind being called a lucky man.

**A16** In paragraph 2 "I had to go all out" means that the narrator had to

- 1) take the civics examination one more time.
- 2) take the civics examination in a different school.
- 3) try as hard as he could to prepare for the exam.
- 4) find somebody to help him pass the exam.

**A17** They didn't promote the narrator because he had

- 1) proved less successful than Jim.
- 2) sold few records.
- 3) no Frame of Mind.
- 4) not reached the promotion age.

**A18** Mr Austin was in despair because

- 1) the curtain wouldn't draw open.
- 2) he couldn't find an electrician.
- 3) the display had cost him a lot of money.
- 4) he was likely to lose some customers.

**A19** When Mr Austin called the narrator's father "Louis" the young man felt

- 1) proud of his Dad.
- 2) hopeful of his Dad.
- 3) jealous of his Dad.
- 4) sorry for his Dad.

**A20** The narrator was sure that

- 1) his Dad would open the safe.
- 2) his Dad knew nothing about safes.
- 3) Mr. Austin wanted to make fun of his Dad.
- 4) Mr. Austin had sent for his Dad to open the safe.

**A21** According to Louis' words, Frame of Mind worked if one was

- 1) an expert in many fields.
- 2) ready to help other people.
- 3) a lucky person.
- 4) respectful and trustful.

*По окончании выполнения заданий **B2, B3** и **A15 – A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2 – B3, A15 – A21** располагаются в разных частях бланка.*

### Раздел 3. Грамматика и лексика

*Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 – B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B10**.*

#### Albert Schweitzer, a Nobel Peace Prize Winner

- B4** Albert Schweitzer is known throughout the world for his missionary work in Africa. He was born on January 14, 1875 in Alsace, which was part of Germany and \_\_\_\_\_ Part of France after World War I. **LATE**
- B5** He was a talented person. By the age of thirty, he \_\_\_\_\_ as an author, a lecturer, and a musician. **KNOW**
- B6** It was at this time that he learned of the great need of medical doctors in Africa. He decided to become a doctor of medicine. In 1913, Doctor Schweitzer and his wife \_\_\_\_\_ for Africa. **LEAVE**
- B7** The morning after the Schweitzers arrived, they started to treat their patients in an old farmhouse. However, a new hospital building \_\_\_\_\_ with the help and the trust of the African people. **BUILD**
- B8** Their work was interrupted by World War I. Only in 1924, Dr. Schweitzer was finally able to return to Lambarene to rebuild the hospital. When Mrs. Schweitzer came back to Africa in 1929, the hospital was much \_\_\_\_\_. **LARGE**
- B9** In 1953 Dr. Schweitzer \_\_\_\_\_ the Nobel Peace Prize. **GIVE**
- B10** He was grateful, but said, “No man has the right to pretend that he \_\_\_\_\_ enough for the cause of peace or declare himself satisfied.” **WORK**

*Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B11– B16** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.*

### Tourism in Britain

- |            |   |            |
|------------|---|------------|
| <b>B11</b> | Every year more than eleven million tourists visit Britain. In fact, tourism is an _____ industry, employing thousands of people. | IMPORTANCE |
| <b>B12</b> | Most _____ come in the summer months when they can expect good weather.   | VISIT      |
| <b>B13</b> | Tourists _____ spend a few days in London, then go on to other well-known cities.   | USUAL      |
| <b>B14</b> | Perhaps the least visited places in England are old _____ towns.  | INDUSTRY   |
| <b>B15</b> | But many people think that nineteenth-century cities show the _____ of Britain.   | REAL       |
| <b>B16</b> | The _____ of the past is to be still seen in their old streets.   | GREAT      |

*Прочитайте текст с пропусками, обозначенными номерами A22 – A28. Эти номера соответствуют заданиям A22 – A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

### 'It's Only Me'

After her husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, because in the evening she would be going to a fancy dress **A22** \_\_\_\_\_ with her husband. She intended to dress up as a ghost and she had made her costume the night before. Now she was **A23** \_\_\_\_\_ to try it on. Though the costume consisted only of a sheet, it was very effective. Mrs Richards put it **A24** \_\_\_\_\_, looked in the mirror, smiled and went downstairs. She wanted to find out whether it would be **A25** \_\_\_\_\_ to wear.

Just as Mrs Richards was entering the dining-room, there was a **A26** \_\_\_\_\_ on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to **A27** \_\_\_\_\_ the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to **A28** \_\_\_\_\_ the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he ran away, slamming the door behind him.

**A22** 1) show                      2) performance              3) party                      4) programme

**A23** 1) nervous                      2) restless                      3) ill at ease                      4) impatient

**A24** 1) up                      2) on                      3) over                      4) down

**A25** 1) attractive                      2) exciting                      3) comfortable                      4) cozy

**A26** 1) knock                      2) kick                      3) hit                      4) crash

**A27** 1) fear                      2) worry                      3) disturb                      4) frighten

**A28** 1) describe                      2) explain                      3) interpret                      4) clear



*По окончании выполнения заданий **B4 – B16, A22 – A28** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B4 – B16, A22 – A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 – B16** буквы записываются без пробелов и знаков препинания.*

#### Раздел 4. Письмо

*Для ответов на задания С1, С2 используйте Бланк ответов № 2.  
При выполнении заданий С1 и С2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.  
При заполнении Бланка ответов № 2 вы указываете сначала номер задания С1, С2, а потом пишете свой ответ.  
Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.*

**C1**

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Steve who writes

*... At school we are doing projects on reading habits of people in different countries. Could you tell me what kind of books you and the members of your family like reading?*

*As for the family news my sister got married last week...*

Write a letter to Steve.

In your letter

- tell him about the kind of books you and your relatives like to read
- ask **3 questions** about his sister's husband

Write **100 – 140 words**.

Remember the rules of letter writing.

**C2**

You have 40 minutes to do this task.

Comment on the following statement.

Some people think that science plays the most important role in the development of our civilisation, others believe that our world would be impossible without poetry.

**What is your opinion? Which is more important in our lives, science or poetry?**

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 other point of view and explain why you don't agree with it
- draw a conclusion

## Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C3 – тематическое монологическое высказывание, C4 – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

### Задания для экзаменуемого

#### C3 Task 1 (3 – 3.5 minutes)

Give a 2-minute talk on **famous people**.

**Remember to say:**

- **what makes people famous (writers, singers, politicians, etc.)**
- **what famous people / person you like, and why**
- **where you prefer to get information about famous people from, and why**
- **if the life of a famous person is easy, and why/why not**

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she \ he will ask you some questions.

#### C4 Task 2 (3 – 4 minutes)

Your friend and you are asked to organize a special event during the Arts Week for senior classes of your school. You can choose from:

- **picture exhibition**
- **musical**
- **disco**
- **photo competition**

Discuss with your friend and choose the **one** you both would like to be responsible for.

**You begin** the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss **all** the options
- take an **active** part in the conversation and be **polite**
- **come up** with ideas
- give good **reasons**
- find out your **friend's attitudes** and take them into account
- **invite** your friend to **come up with suggestions**
- come to an **agreement**

## Карточка экзаменатора-собеседника

### Warm up

1. Do you like going to school?
2. What are your favourite classes/subjects?
3. What do you like doing in your free time?

### C3 INTERLOCUTOR CARD

#### Task 1 (3 – 3.5 min)

Let the student talk for **1.5 – 2 minutes**.

Ask only **those questions** which the student has not covered while giving the talk.

1. What makes people famous writers, singers, politicians, etc.?
2. What famous people / person do you like? Why?
3. Where do you prefer to get information about famous people from, why?
4. Is the life of a famous person easy? Why / why not?

**All of these ideas must be covered.**

**Finally**, you must ask **each student** the following question:

**Would you like to become famous? Why / why not?**

#### SKILLS TO BE TESTED

The student is expected to demonstrate her \ his ability to:

- **speak at length elaborating on the topic;**
- **produce coherent utterances;**
- **give reasons;**
- **use accurate grammar structures and a good range of vocabulary appropriate to the context and function.**

**C4** INTERLOCUTOR CARD

**Task 2 (3-4 minutes)**

You are discussing what special event to organize during the Arts Week. These are your ideas about each option:

	+	-
<b>A picture exhibition</b>	- I think everyone likes to draw since her/his childhood. So this idea may appeal to our friends.	- I don't really like this idea. It seems childish to me. - It takes a lot of time first to collect the pictures then to place them on the wall.
<b>A musical</b>	- We could perform a piece from a famous musical. They are very popular now.	- The idea is not bad, but it requires many people to be involved, plus time to rehearse, to practice music, to design costumes.
<b>A disco</b>	- I am in favour of this idea. We could invite some pop group and dance to live music.	- I think we all are bored to death with school discos.
<b>A photo competition</b>	- A fresh idea. I am sure that everyone has got an album with exciting pictures that will be interesting to look at.	- I am not sure that this idea will interest our schoolmates.

Note: Make **sure all the options** have been discussed.

When discussing each option **first** use the information that is contrary to what the student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what s/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, "What do you think about it?" without expressing her/his own opinion, say, "Sorry, I don't know." or "I'm not sure. How do you feel about it?"

## **SKILLS TO BE TESTED.**

The student is expected to demonstrate her/his ability to:

- **initiate and maintain conversation:**
  - **explain the situation**
  - **come up with suggestions**
  - **give good reasons**
  - **find out the partner's attitudes**
  - **invite the partner to come up with suggestions**
  - **agree or disagree with her/his partner's opinion**
- **reach an agreement by taking into account the partner's attitudes.**

## Приложение 1.

### Тексты для аудирования

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – G. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker 1

On my arrival in Tokyo, I spent a night in a traditional Japanese hotel. It was a terrible experience. My window opened onto the narrow dirty street, which lay between two buildings. The opposite building was so close that I could touch it. I looked out of the window and saw the sky, which was as grey as the building in front of me.

#### Speaker 2

We stayed at the Bay Island hotel, which was a pleasure, as it faced the sea. The colour of the sea was blue, a colour that I had not seen in any of the beaches in India. It was calm and beautiful. I was happy about the fact that we were going to spend 10 days in such a beautiful place. All we had to do was sit in the open restaurant, look at the sea, enjoy the cool breeze and feel good.

#### Speaker 3

During my trips I had to sleep in hotels, hostels, at Bed and Breakfasts and at friends'. Staying at your friends' is the best thing to my mind, but if you don't have any friends who are willing to give you a bed for the night, you should go for Bed and Breakfast's. Those which I visited had nice rooms and very friendly hosts who were very proud of their home town.



**Speaker 4**

We landed in Guatemala City at 10 p.m. I went through customs and hoped to see someone from the nearby hotel. I had booked my first night there. But nobody was meeting me. I didn't know the way to the hotel, so I got general directions about how to get there from a policeman. It was about 200 meters from the airport. They had not received my booking, but luckily they found a room for me.

**Speaker 5**

On my arrival in Japan one of my friends took me to a performance of Japanese classical dance and music. My attention was taken more by the evening audience than by what was going on on the stage. It was very strange that there were almost no men at the concert. Later I found out that Japanese women, even if they are married, usually go out by themselves, or with their female friends. It is the norm here.

**Speaker 6**

I can say that staying in hotels in Hong Kong as well as shopping costs a lot. However, visitors can have a wonderful time and they don't necessarily have to spend a lot of money. I always stay at a youth hostel, which is much cheaper than staying at a hotel. I have my meals either at a fast food restaurant or cook breakfast myself at the hostel. One of my favourite experiences in Hong Kong was taking a noisy tram back to the hostel from the horse races at night.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

### Задания А1 – А7

*Вы услышите разговор между друзьями. Определите, какие из приведённых утверждений А1 – А7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Alex:** So, how was your weekend then? Did you do anything interesting?

**Betsy:** No, not really, but it was nice to have some hot weather for a change.

**Alex:** Yeah, it was great, wasn't it? Were you out much then?

**Betsy:** I went to the beach on Saturday with some friends. We went scuba diving just off the coast. My friend's dad is an instructor at a diving club and he lent us all the diving equipment free of charge. We did a bit of sunbathing after that to warm up, because the temperature of the water was quite low. So what did you do then?

**Alex:** I had to work on Saturday. I've got a Saturday job stacking shelves in the local supermarket. I was absolutely shattered at the end of the shift, which finished after nine o'clock at night.

**Betsy:** That's late. I hope the pay's good, if you have to work that late.

**Alex:** The pay's not too bad and there are quite a few perks with the job. I get a twenty per cent discount for instance, on every purchase I make. So I don't mind working late once a week. There was still time to do something after work, though. I went to Tony's birthday party afterwards. Nearly everybody from our class was there. Why didn't you come then?

**Betsy:** Well I was planning to, but we decided to stay late on the beach and have a barbecue. It was great. We also played some really good music. Yes, we all had a good time and stayed there quite late. I didn't get home till past midnight in fact.

**Alex:** Yes, the party went on quite late as well. A lot of people just stayed overnight, but I went home at about two in the morning. I had to get up quite early on Sunday, because my grandparents were coming round for lunch. And what did you do on Sunday? Anything special?

**Betsy:** No, not really. I got up quite late and just sat around for a couple of hours reading the Sunday papers. It was good to just stretch out on the sofa and read in peace and quiet. I had to do some work on my geography project then. That took a couple of hours and then I had a few friends round and we just sat and chatted and listened to music. I was pretty tired after the party on Saturday night.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

### **Задания А8 – А14**

*Вы услышите рассказ молодого человека о его опыте обучения в школе пилотов. В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

Recently I've got my pilot's license for a single engine aircraft. I got interested in flying a plane because of ... You see our chemistry teacher in high school was also an instructor. He was completely fanatical about aircrafts. He knew that my father had a plane, just the one he had always wanted to have. It was a good plane! Strangely, my father had never suggested that I go on an aviation science. I guess I would have never learnt to fly a plane but for my teacher. Thanks to him I went to the local airport. There I took a discovery flight for 20 dollars. The day was beautiful, the sky was clear when we did it. The instructors were nice. They fly you around and when you're in the air they let you actually handle the plane. For a minute or two I was controlling the aircraft, which was great! Unfortunately, my dad had never allowed me to handle his plane. So I signed up right away to be on my track to getting my license. They said it'd take about a year or a little more, for some people it takes a lot longer to get their license. There's a minimum of fifty-five hours of flight time. You have to fly at night, to do solo time and all that stuff. So I started off and I was doing pretty well. I enjoyed the course immensely.

Time flies. It was the end of the school year and my final exams were fast approaching. I still had a month and a half before I was supposed to get my license. I was planning on getting my license around the same time when I was supposed to go off to college. My actual instructor had left somewhere so I got a new one. My new instructor started quizzing me on the stuff that I was supposed to know and I was like "Have never heard about it" and he was like "You're supposed to have learned these chapters by now". He expected that my old instructor had told me like "Learn this chapter for the beginning of October and that chapter for the middle of November", but he hadn't. So I had to take a written test on all the theory behind the flying. I really had to study hard for my test in a week. Luckily, I passed it and I got eighty-two points. You had to get seventy points or above to pass. Eighty-two is nothing to be proud of actually. It was a pretty easy test but eighty-two is just fine with me. And then it turned out that I needed more hours of flying because they had changed the regulations on getting a license a week before I was going to get my license. That meant that I had to keep flying with my instructor on weekends. It was really annoying and

that took another five months. I remember being completely heartbroken and there was a time when I was ready to quit the whole thing but then ... my family was like “We are not wasting all this money for you not to get your license”. All in all it probably totalled about a little over three thousand dollars to get my license.

One day I had to do an extended flight for I think three hundred miles. My instructor made me do some things that are really nerve wracking, and they made me sick in my stomach. I really hated doing them and I was really glad that we stopped at the point when we did it because I was feeling pale and cold and not in good condition. At last my instructor said “All right you’ve passed the test, just land the plane.” Finally I got my license. I’ve had it for nine months now, yeah nine months, and I haven’t flown much since then. But I’m planning on going to the nearby airport here at college and getting checked out so I can fly on a regular basis once a month or once a week if time permits.

**You have 15 seconds to complete the task. (Pause 15 seconds)**

**Now you will hear the text again. (Repeat)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**This is the end of the Listening Test.**

**Приложение 2.**

**Ответы.**

<b>Раздел 1. Аудирование</b>		<b>Раздел 2. Чтение</b>		<b>Раздел 3. Грамматика и лексика</b>	
<b>№ задания</b>	<b>Ответ</b>	<b>№ задания</b>	<b>Ответ</b>	<b>№ задания</b>	<b>Ответ</b>
A1	<b>1</b>	A15	<b>3</b>	A22	<b>3</b>
A2	<b>3</b>	A16	<b>3</b>	A23	<b>4</b>
A3	<b>1</b>	A17	<b>1</b>	A24	<b>2</b>
A4	<b>2</b>	A18	<b>4</b>	A25	<b>3</b>
A5	<b>3</b>	A19	<b>3</b>	A26	<b>1</b>
A6	<b>2</b>	A20	<b>2</b>	A27	<b>4</b>
A7	<b>2</b>	A21	<b>2</b>	A28	<b>2</b>
A8	<b>1</b>				
A9	<b>2</b>				
A10	<b>3</b>				
A11	<b>3</b>				
A12	<b>1</b>				
A13	<b>2</b>				
A14	<b>3</b>				

<b><u>Аудирование</u></b>	
B1	FAECGD
<b><u>Чтение</u></b>	
B2	DFGCABH
B3	DGAЕBC
<b><u>Грамматика и лексика</u></b>	
B4	later
B5	wasknown
B6	left
B7	wasbuilt
B8	larger
B9	wasgiven
B10	hasworked
B11	important
B12	visitors
B13	usually
B14	industrial
B15	reality
B16	greatness

### Приложение 3.

#### Схемы оценивания выполнения заданий раздела «Письмо» (2007 г.) (Максимум 20 баллов)

Критерии оценивания выполнения заданий С1 – С2

Баллы	Решение коммуникативной задачи (содержание)		Организация текста	
	К1 (С1)	К1 (С2)	К2 (С1)	К2 (С2)
3	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.		Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.	
2	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.		Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения в оформлении текста.	
1	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.		Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в оформлении текста.	
0	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.		Отсутствует логика в построении высказывания; текст не оформлен.	

<b>Баллы</b>	<b>Лексика</b>	<b>Грамматика</b>	<b>Орфография и пунктуация</b>
	<b>К3 (C2)</b>	<b>К4 (C2)</b>	<b>К5 (C2)</b>
3	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	
2	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые не значительно затрудняют понимание текста.
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

**Схемы оценивания выполнения заданий раздела «Говорение»  
(2007 г.)  
(Максимум 20 баллов)**

Критерии оценивания выполнения заданий С3 – С4

Баллы	Решение коммуникативной задачи (содержание)		Взаимодействие с собеседником	
	К6 (С3)	К6 (С4)	К7 (С3)	К7 (С4)
3	<p><b>Задание полностью выполнено:</b> цель общения успешно достигнута, тема раскрыта в заданном объеме, социокультурные знания использованы в соответствии с ситуацией общения.</p>		<p><b>Демонстрирует способность логично и связно вести беседу:</b> начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя.</p>	
2	<p><b>Задание выполнено:</b> цель общения достигнута, однако тема раскрыта не в полном объеме, в основном социокультурные знания использованы в соответствии с ситуацией общения.</p>		<p><b>В целом демонстрирует способность логично и связно вести беседу:</b> начинает, при необходимости, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при смене темы, демонстрирует наличие проблемы в понимании собеседника.</p>	
1	<p><b>Задание выполнено частично:</b> цель общения достигнута не полностью, тема раскрыта в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией общения.</p>		<p><b>Демонстрирует неспособность логично и связно вести беседу:</b> не начинает и не стремится поддерживать ее, не проявляет инициативы при смене темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника.</p>	
0	<p><b>Задание не выполнено:</b> цель общения не достигнута.</p>		<p>Не может поддерживать беседу.</p>	



Баллы	Лексическое оформление речи	Грамматическое оформление речи	Произношение
	К8 (С4)	К9 (С4)	К10 (С4)
3	Демонстрирует словарный запас, адекватный поставленной задаче.	Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок.	
2	Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении.	Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания.	<b>Речь понятна:</b> соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; практически все звуки в потоке речи произносит правильно.
1	Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи.	Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.	<b>В основном речь понятна:</b> не допускает грубых фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.

0	Словарный запас недостаточен для выполнения поставленной задачи.	Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи.	<b>Речь почти не воспринимается на слух</b> из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.
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Примечание: Критерий «Орфография и пунктуация» (K5) в разделе «Письмо» и критерий «Произношение» (K10) в разделе «Говорение» оцениваются по шкале 0 – 2 балла.

Эксперты оценивают выполнение заданий С1 по критериям K1 и K2, задание С3 по критериям K6 и K7. Задание С2 оценивается по критериям K1-K5, задание С4 по критериям K6 – K10.