


**«УТВЕРЖДАЮ»**  
Директор Федерального  
института педагогических  
измерений



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

 **С.Г. Тер-Минасова**  
2008 г.

**Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ**

**Демонстрационный вариант КИМ 2009 г.**

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

Заместитель директора ФИПИ

A handwritten signature in black ink, appearing to be "A.O. Tatur".

**А.О. Татур**

## **Демонстрационный вариант по АНГЛИЙСКОМУ ЯЗЫКУ**

### **Пояснения к демонстрационному варианту**

При ознакомлении с Демонстрационным вариантом 2009 года следует иметь в виду, что задания, включенные в демонстрационный вариант, не отражают всех вопросов содержания, которые будут проверяться с помощью вариантов КИМ в 2009 году. Полный перечень вопросов, которые могут контролироваться на едином государственном экзамене 2009 года, приведен в кодификаторе, помещённом на сайте [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.

## **Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ**

### **Демонстрационный вариант 2009 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 четырёх 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 четырёх 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 А – G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

- A.** I eat little and rather irregularly.
- B.** I am trying to get used to everyday healthy activities.
- C.** I feel unable to stop myself from eating.
- D.** I am afraid of having the same health problems as my relatives do.
- E.** I am willing to return to a healthy lifestyle despite being tired.
- F.** I am sure that I exercise enough while carrying out my everyday duties.
- G.** I feel now like starting a healthy life again.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор друзей. 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**

Mike’s administrative work was very well paid.

- 1) True                                  2) False                                  3) Not stated

**A2**

Mary did not do well at University because she had to earn her living.

- 1) True                                  2) False                                  3) Not stated

**A3**

Mary was younger than the other students at her university.

- 1) True                                  2) False                                  3) Not stated

**A4**

Mary thinks that regular classes are rather time-consuming.

- 1) True                                  2) False                                  3) Not stated

**A5**

Mary thinks that she can’t study better than when she was younger.

- 1) True                                  2) False                                  3) Not stated

- A6** Distance learning seems to be very convenient for Mary.  
1) True    2) False    3) Not stated

- A7** Mike does not feel disappointed about going to University.  
1) True    2) False    3) Not stated

*Вы услышите рассказ студента. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The narrator was brought up mainly in  
1) Denmark.  
2) England.  
3) the USA.

- A9** The narrator is not happy about Danish grocery stores because  
1) the quality of the products is very poor.  
2) they are too small.  
3) the selection of foods is very poor.

- A10** The narrator criticizes  
1) the lifestyle in Denmark.  
2) Danish supermarkets.  
3) the Danish diet.

- A11** The prices in Danish stores are quite high because  
1) the level of service is very high.  
2) everything is imported from abroad.  
3) no foods are artificial.

- A12** According to the unwritten rules of Danish supermarket culture  
1) you pack all the food you buy on your own, without any help.  
2) shop assistants are always ready to pack your food for you.  
3) there are clerks whose duty is to help you with your bagging.

**A13** When the narrator says, “I do miss American convenience” it means that

- 1) he wants ready-made dinners to be delivered to his place.
- 2) he wants to rent a flat near a big supermarket.
- 3) he doesn't like to spend much time cooking his meals.

**A14** Having lived in Denmark for a few years as a student, the narrator

- 1) feels nostalgic about the USA.
- 2) believes it to be a good place for him.
- 3) pities Danish people.

*По окончании выполнения заданий **B1** и **A1 – A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B1, A1 – A14** располагаются в разных частях бланка. **B1** расположено в нижней части бланка. При переносе ответов в задания **B1** 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 A – G. Одна из частей в списке A – G лишняя. Перенесите ответы 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. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту 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, если необходимо, 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**.

#### A Smart Boy

- B4** Mr. Jones and Mr. Brown worked in the same office. One day Mr. Jones said, \_\_\_\_\_ pleasantly to Mr. Brown: “We are going to have a small party next Monday evening. Will you and your wife come?” SMILE
- B5** “That’s very kind of you. We are free that evening, I think. But I \_\_\_\_\_ my wife and ask her”. CALL
- B6** Mr. Brown \_\_\_\_\_ into the other room and telephoned. GO
- B7** He \_\_\_\_\_ very much by his telephone conversation. SURPRISE
- B8** When he came back Mr. Jones asked him, “\_\_\_\_\_ (you) to your wife already?” SPEAK
- B9** “No, she \_\_\_\_\_ there when I phoned. My small son answered the phone. I asked him, “Is your mother there?” And he said, “She is somewhere outside”. NOT BE
- B10** “Why is she outside?” I asked. “She \_\_\_\_\_ for me”, he answered. LOOK

*Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11** – **B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11** – **B16**.*

### UK: Conservation and Environment

**B11**

Going for a walk is the most popular leisure activity in Britain. Despite its high population density and widespread \_\_\_\_\_, the UK has many unspoilt rural and coastal areas.

URBAN

**B12**

Twelve National Parks are freely accessible to the public and were created to conserve the \_\_\_\_\_ beauty, wildlife and cultural heritage they contain.

NATURE

**B13**

Most of the land in National Parks is privately owned, but administered by an independent National Park Authority which works to balance the expectations of \_\_\_\_\_ with the need to conserve these open spaces for future generations.

VISIT

**B14**

The UK also works to improve the global environment and has taken global warming \_\_\_\_\_ ever since scientists discovered the hole in the ozone layer.

SERIOUS

**B15**

In 1997, the UK subscribed to the Kyoto Protocol binding developed countries to reduce emissions of the six main greenhouse gases. The Protocol declares environmental \_\_\_\_\_.

PROTECT

**B16**

Nowadays British \_\_\_\_\_ are taking part in one of the largest international projects that is undertaken to protect endangered species.

SCIENCE

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.

### Tracy

Tracy was as excited as a child about her first trip abroad. Early in the morning, she stopped at a **A22** \_\_\_\_\_ agency and reserved a suite on the Signal Deck of *the Queen Elizabeth II*. The next three days she spent buying clothes and luggage.

On the morning of the sailing, Tracy hired a limousine to drive her to the pier. When she **A23** \_\_\_\_\_ at Pier 90, where *the Queen Elizabeth II* was docked, it was crowded with photographers and television reporters, and for a moment Tracy was panic stricken. Then she realized they were interviewing the two men posturing at the foot of the gangplank. The members of the crew were helping the passengers with their luggage. On deck, a steward looked at Tracy’s ticket and **A24** \_\_\_\_\_ her to her stateroom. It was a lovely suite with a private terrace. It had been ridiculously expensive but Tracy **A25** \_\_\_\_\_ it was worth it.

She unpacked and then wandered along the corridor. In almost every cabin there were farewell parties going on, with laughter and champagne and conversation. She felt a sudden ache of loneliness. There was no one to see her **A26** \_\_\_\_\_, no one for her to care about, and no one who cared about her. She was sailing into a completely unknown future.

Suddenly she felt the huge ship shudder as the tugs started to pull it out of the harbor, and she stood **A27** \_\_\_\_\_ the passengers on the boat deck, watching the Statue of Liberty slide out of **A28** \_\_\_\_\_, and then she went exploring.

- |            |               |             |            |             |
|------------|---------------|-------------|------------|-------------|
| <b>A22</b> | 1) journey    | 2) trip     | 3) travel  | 4) tourist  |
| <b>A23</b> | 1) achieved   | 2) arrived  | 3) entered | 4) reached  |
| <b>A24</b> | 1) set        | 2) came     | 3) headed  | 4) directed |
| <b>A25</b> | 1) determined | 2) resolved | 3) decided | 4) assured  |
| <b>A26</b> | 1) in         | 2) off      | 3) of      | 4) after    |
| <b>A27</b> | 1) among      | 2) along    | 3) between | 4) besides  |
| <b>A28</b> | 1) glance     | 2) stare    | 3) sight   | 4) look     |

*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 Tom who writes:

*... In Great Britain most young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?*

*As for the latest news, I have just returned from a trip to Scotland...*

Write a letter to Tom.

In your letter

- answer his questions
- ask **3 questions** about his trip to Scotland

Write **100 – 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Our grandparents say their way of life was much more secure. However, young people have many more life opportunities nowadays.*

**What is your opinion? Which way of life do you find more satisfying?**

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 talk on **mass media**.

**Remember** to discuss:

- whether mass media are important to modern people, why
- how reliable they are in the presentation of information, why
- which source of information you consider the most accurate, why
- what you think about the Internet as a source of information.

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
- be **polite**
- take an **active** part in the conversation:
  - **explain** the situation
  - **come up** with **your** 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 minutes)

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

**Ask only those questions which the student has not covered:**

1. Are mass media important to modern people? Why?
2. How reliable are they in the presentation of information? Why?
3. Which source of information do you consider the most accurate? Why?
4. What do you think about the role of the Internet in providing true to life information?

**Finally**, you should ask **each student** the following:\*

- Do your parents buy or subscribe to newspapers or magazines regularly? Why?
- Do you watch TV regularly? Why?
- Have the mass media ever influenced your behaviour? How?

### 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.**

\*Если экзаменуемый в монологе на заданную тему уже осветил эти дополнительные вопросы, то экзаменатор-собеседник задает их в форме переспроса, например: «You've mentioned it already but could you repeat it, please ...»

**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 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. - Costumes may become a problem.
<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. - Not everyone likes to dance.
<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. - It's difficult to compare photos of different genres.

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 каждое утверждение, обозначенное соответствующей буквой, 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

Right now I'm trying to find a way to regain a healthy lifestyle despite being busy. I've completely lost the athleticism that was a large part of my identity and I can't stand it any more. Now I'm trying to regain general fitness. So I've been biking to work (about 20 minutes) for two months now, trying to get more veggies and whole grain in my life, drinking lots of water, and I'm hoping to start walking more although right now I have to work a lot and usually feel too exhausted after work to do anything else.

#### Speaker 2

My name is Katie, I'm 25 years old, and I started making a conscious effort to develop healthy habits about a year ago. The first thing I did was give up smoking. My goals are mainly to exercise regularly, drink enough water, and eat fruits and veggies daily. I do keep track of what I eat with journaling although I'm not a calorie counter, and I don't own scales or restrict myself in any way. I just want to be stronger and feel better through trying to meet those goals every day. Now I feel I can do it.

#### Speaker 3

A year or so ago, I was in pretty good shape and paying a lot of attention to my health. I slipped back into inactivity and unhealthy eating for various reasons. I miss what I had, but I've had a hard time finding the motivation to return to my usual healthy lifestyle. Spring is just arriving – sunny sky, warmer weather, longer days, green leaves peeking up from last season's dead grass. The improvement in the weather is lifting my spirits, so I've decided to take advantage of the extra energy and design for myself a spring fitness challenge.

**Speaker 4**

I have just realised that at least six days out of seven, I do the amount of exercise that is recommended for those whose goal is a healthy lifestyle, just by walking during my daily routine. About three times a week, I do more, sometimes considerably more. Despite that, I often do myself down by telling people I don't exercise at all. I think some part of my brain still believes that because I'm doing it as part of my routine rather than going to any special effort, it can't be taken into account.

**Speaker 5**

Hi! I'm Alex. I've had terribly unhealthy eating habits for the last few years. I never took much time to eat and ended up eating very few meals. I'm trying to develop healthier eating habits, and I wonder what would constitute a balanced meal. For breakfast I eat a bowl of cereal and yogurt. Then grab five pieces of fruit I divide between lunch and dinner. It's more than I usually eat, but I know there's still a lot of room for improvement. At the same time I'm worried about going overboard, which can happen very easily for me.

**Speaker 6**

I am 27 years old, and I come from a family of rather overweight people. I've been working to live a more healthy and fit lifestyle since last December. Over the past three years, I've watched older relatives dealing with serious health problems, and it's been a wake up call for me to start taking care of myself while I'm young and my state of health hasn't become worse. I'd like to start a family in the next couple of years, and it would be great to be able to keep up with my children as the years go by.

**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 друзей. 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 варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Mike:** I'm 39 now and I resumed my studies when my son started Grade One. Now I'm very happy that I made up my mind to do this. I'll be graduating in April and hopefully start teaching high school English in September.

**Mary:** What had you been doing before you went to university?

**Mike:** I had been doing administrative work for 13 years, straight out of high school. I had got very tired and fed up with the low pay and the monotonous nature of the work. So I started university.

**Mary:** That's a right decision, indeed. As for me, I went to university at more or less the normal age. I was actually 21 at the time. But I did so miserably that the university suggested that I not return. Since then I've been basically wasting my time.

**Mike:** And what are your plans?

**Mary:** You see, one day I was fiddling around on the web and found some information about distance learning. It's fabulous if you can't take the time out to go to people-ridden classes, because you can work it around your own schedule.

**Mike:** Yes, I think the fact that you can do the work in your own space and your own time is really helping.

**Mary:** Of course, I will have deadlines to meet, but they're not the same as the in-class sort. Handing things in doesn't depend on anyone else's office hours or class times, which is really handy. I will only have to contact my tutors when I want to or need to, or when I'm required to do an oral quiz or exam.

**Mike:** I think it's a very good idea. Going to university was the best thing I have ever done. I found it was more fun than I expected, and the benefits outweighed the disadvantages. I learned so much about myself, and I'm very proud of my accomplishments!

**Mary:** And I expect my ability to study to be much better than it used to be and things come much more easily. While I still see doing some of the work as a chore, at least this time around I'm actually enjoying it.

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

**Now you'll 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 студента. В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

I've lived in Denmark now for nearly four years, and I've changed a lot within this time. I've become more fashionable, more cosmopolitan-minded, more ...Danish – if I'm allowed to say that.

But one thing hasn't changed about me. And that is my inability to cooperate with or understand Danish supermarket culture. As someone who was raised predominantly in the United States, I've always been used to grocery stores with



a selection of food choices so huge that it's almost perverted. That and a high level of service. In an American grocery store, one can find a kind of product with a thousand different brandings and types. For example, let's take the flakes varieties: whole grain frosted flakes, or fat-free frosted flakes. Do I want my cream cheese with low, medium, or full fat? Seedless watermelons or watermelons with seeds? That being said, when I walk into a Danish grocery store I want to burst into tears because I'm so bored with the selection. The variety of cereals consists of Cherrios, Honey-nut Cherrios, and Wheaties. Coco-puffs if I'm lucky. There're few fruits and vegetables, most rotten. I'm telling you, everything is so boring and plain and demanding of hard kitchen labour that you just wish some American food companies could establish factories here and import some ready made dinners.

I know I should be ashamed of saying this, but I do miss American convenience. In Denmark, making a homemade meal requires at least 30 dollars spent at the grocery store and 2 hours in the kitchen. For instance, at my local grocery store, nothing is allowed to be under 4 dollars. That's right, it's called organic and healthy food, free of anything synthetic or "fast"-related. But I do miss synthetic food.

Oh yes, the whole Danish, "do-it-yourself" attitude prevails! Expect to stress while bagging all of your food, as no one will do it for you.

The only way to really understand what I mean is to imagine that if you've come from America and you're used to certain things with service and product selection and then you move here – it truly is different in Denmark. And I've lived elsewhere in Europe (Iceland, England, Spain) and I still find the grocery stores much better and with more selection in those countries.

However, how could anyone take me serious when I say, "I miss synthetic food"? That is purely attempting to be sarcastic, and I see that it is wrong and disgusting that American food is pumped up with so much crap. I really appreciate that in Denmark the food is free of everything artificial and it shows on Danes – most of them look healthy and fit here. But once in a while I miss the vastness of an American grocery store!

I want to add that I am Danish, was born in Denmark, lived here for 5 years as a child and then moved to America where I lived most of my life. I moved back here a few years ago and I love the country. I speak Danish. I'm not an immigrant in Denmark who is unsatisfied with the way of life here and who should move back to the States. I'm a student and of course it takes 2 hours to make a meal on my own.

**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>2</b>	A15	<b>3</b>	A22	<b>3</b>
A2	<b>3</b>	A16	<b>3</b>	A23	<b>2</b>
A3	<b>2</b>	A17	<b>1</b>	A24	<b>4</b>
A4	<b>3</b>	A18	<b>4</b>	A25	<b>3</b>
A5	<b>2</b>	A19	<b>3</b>	A26	<b>2</b>
A6	<b>1</b>	A20	<b>2</b>	A27	<b>1</b>
A7	<b>1</b>	A21	<b>2</b>	A28	<b>3</b>
A8	<b>3</b>				
A9	<b>3</b>				
A10	<b>2</b>				
A11	<b>3</b>				
A12	<b>1</b>				
A13	<b>3</b>				
A14	<b>2</b>				

<b><u>Аудирование</u></b>	
B1	EBGFAD
<b><u>Чтение</u></b>	
B2	DFGCABH
B3	DGAЕBC
<b><u>Грамматика и лексика</u></b>	
B4	smiling
B5	willcall<или>'llcall
B6	went
B7	wassurprised
B8	haveyouspoken<или>havespoken
B9	wasn't<или>wasnot
B10	islooking
B11	urbanization
B12	natural
B13	visitors
B14	seriously
B15	protection
B16	scientists

### Приложение 3

#### Схемы оценивания выполнения заданий раздела «Письмо» (2009 г.) (Максимум 20 баллов)

Критерии оценивания выполнения заданий C1 – C2

Баллы	Решение коммуникативной задачи (содержание)		Организация текста	
	K1 (C1)	K1 (C2)	K2 (C1)	K2 (C2)
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.	

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3 (C2)	К4 (C2)	К5 (C2)
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» (2009 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	<b>Речь почти не воспринимается на слух</b> из-за большого количества фонематических ошибок и

		поставленной задачи.	неправильного произнесения многих звуков.
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Примечание: Критерий «Орфография и пунктуация» (К5) в разделе «Письмо» и критерий «Произношение» (К10) в разделе «Говорение» оцениваются по шкале 0 – 2 балла.

Эксперты оценивают выполнение заданий С1 по критериям К1 и К2, задание С3 по критериям К6 и К7. Задание С2 оценивается по критериям К1 – К5, задание С4 по критериям К6 – К10.