Государственная (итоговая) аттестация 2012 года (в новой форме) по АНГЛИЙСКОМУ ЯЗЫКУ обучающихся, освоивших основные общеобразовательные программы

Демонстрационный вариант контрольных измерительных материалов для проведения в 2012 году государственной (итоговой) аттестации (в новой форме) по АНГЛИЙСКОМУ ЯЗЫКУ обучающихся, освоивших основные общеобразовательные программы основного общего образования

ПИСЬМЕННАЯ ЧАСТЬ

Пояснения к демонстрационному варианту экзаменационной работы

При ознакомлении с демонстрационным вариантом 2012 г. (письменная часть) следует иметь в виду, что задания, включённые в демонстрационный вариант, не отражают всех элементов содержания, которые будут проверяться с помощью вариантов КИМ в 2012 г. Полный перечень элементов содержания, которые могут контролироваться на экзамене 2012 г., приведён в кодификаторе элементов содержания экзаменационной работы для выпускников IX классов общеобразовательных учреждений по английскому языку, размещенном на сайте: www.fipi.ru.

Демонстрационный вариант предназначен для того, чтобы дать возможность любому участнику экзамена и широкой общественности составить представление о структуре экзаменационной работы, числе и форме заданий, а также об их уровне сложности. Приведённые критерии оценивания выполнения заданий с развёрнутым ответом, включённые в демонстрационный вариант экзаменационной работы, позволяют составить представление о требованиях к полноте и правильности записи развёрнутого ответа. Эти сведения дают выпускникам возможность выработать стратегию подготовки к сдаче экзамена по английскому языку.
Письменная часть экзаменационной работы по английскому языку состоит из четырех разделов, включающих 33 задания.

В разделе 1 (задания по аудированию) предлагается прослушать несколько текстов и выполнить 8 заданий на понимание прослушанных текстов. Рекомендуемое время на выполнение данного раздела – 30 минут.

Раздел 2 (задания по чтению) включает 9 заданий на понимание прочитанных текстов. Рекомендуемое время на выполнение заданий раздела – 30 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 15 заданий. Рекомендуемое время на выполнение раздела – 30 минут.

В разделе 4 (задание по письму) дано 1 задание, предлагающее написать личное письмо. Рекомендуемое время на выполнение – 30 минут. Рекомендуется выполнять задания в том порядке, в котором они даны.

На выполнение письменной части экзаменационной работы отводится 120 мин.

Желаем успеха!
YOU WILL HEAR THE CONVERSATION OF TWO FRIENDS. IN TASKS A1–A6 MARK THE FIGURE 1, 2 OR 3, CORRESPONDING TO THE CHOICE MADE BY THE INTERLOCUTORS. YOU WILL HEAR THE RECORDING TWICE.

A1 Sally said that
1) three people were injured in the accident.
2) three vehicles were damaged in the accident.
3) the bus was damaged in the accident.

A2 At the time of the accident Sally was
1) in one of the cars.
2) in a city bus.
3) crossing the road.

A3 The accident happened when Sally was going
1) to her morning class.
2) home after school.
3) to the city centre.

A4 When Sally told her classmates about the accident, they felt
1) scared.
2) indifferent.
3) curious.

A5 Sally says that the accident happened because
1) the weather conditions were bad.
2) one of the drivers was talking on the phone.
3) one of the drivers was driving too fast.

A6 Sally thinks that drivers should be punished if while driving they
1) smoke.
2) listen to music.
3) talk to passengers.

1. The history of the name
5. Pumpkin recipes
2. Pumpkin: brief facts
6. Pumpkin’s magical popularity
3. Cooking with pumpkin
7. Growing a pumpkin
4. The autumn celebrity fruit
8. Pumpkin in the learning process

A. The pumpkin is a large round fruit with a thick orange skin and large seeds. Pumpkins are 90% water but they contain potassium and vitamin A. Six of seven continents can grow pumpkins. Pumpkins symbolize the colours and the spirit of the autumn. Lots of movies were made with pumpkin and Halloween themes.

B. It’s believed that pumpkins come from North America. Native American Indians ate pumpkins for centuries before the Europeans discovered the fruit. In European languages the word “pumpkin” originated from the Greek word for “large melon” which is “pepon.” “Pepon” was changed by the French into “pompon.” The English changed “pompon” to “pumpion.”

C. In the United States, pumpkins go hand in hand with the autumn holidays of Thanksgiving and Halloween. On almost every Thanksgiving table there is the customary Pumpkin Pie. Pumpkins are carved into decorated lanterns for Halloween. The pumpkin is also one of the important symbols of the harvest festivals and has been an American favourite for over 400 years now.

D. In the USA, the pumpkin is a very popular Thanksgiving dish. We don’t know for sure whether the pumpkin was at the very first Thanksgiving dinner but it was used in all traditional meals long before the arrival of the Europeans. Most parts of the pumpkin are suitable for eating, including the shell, the seeds, the leaves, and even the flowers. When ripe, the pumpkin can be boiled, baked, steamed or roasted.

E. The pumpkin is a warm-season fruit. If you want to have a nice pumpkin for Halloween, plant the seeds from late May in northern regions to early July in southern regions. Pumpkins can be harvested whenever they are a deep, solid colour (orange for most varieties) and the coat is hard. Cut off pumpkins carefully and leave 3 to 4 inches of stem attached.

F. The pumpkin is a real October icon – the fruit of the month. It’s also popular as an available, inexpensive material for some wonderful classroom activities! Its size, colour, smell and taste make it perfect for observation and exploration. Working in groups students can search, suggest, predict and estimate the number of seeds in a set of pumpkins.
G. For centuries the pumpkin has been popular with wizards, witches and fairies. Maybe that’s why it is celebrated in so many festivals, folklore and fiction. People make jack-o’-lanterns at Halloween in the USA. In European and American fairy-tales witches often turn people into pumpkins. Even in modern the Harry Potter novels pumpkin juice is the favourite drink of the students of Hogwarts’ school.

<table>
<thead>
<tr>
<th>Тексты</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Заголовки</td>
<td>To keep koalas as pets is very difficult.</td>
<td>Most animals enjoy eating fresh eucalyptus leaves.</td>
<td>Koalas eat low-calorie food.</td>
<td>Koalas need a lot of fresh water to stay healthy.</td>
<td>Koalas are more active at night than at daytime.</td>
<td>Koalas protect their territory from other koalas.</td>
<td>The baby koala can easily recognize its mother among other female koalas.</td>
</tr>
</tbody>
</table>

To keep koalas as pets is very difficult.
1) True 2) False 3) Not stated

Most animals enjoy eating fresh eucalyptus leaves.
1) True 2) False 3) Not stated

Koalas eat low-calorie food.
1) True 2) False 3) Not stated

Koalas need a lot of fresh water to stay healthy.
1) True 2) False 3) Not stated

Koalas are more active at night than at daytime.
1) True 2) False 3) Not stated

Koalas protect their territory from other koalas.
1) True 2) False 3) Not stated

The baby koala can easily recognize its mother among other female koalas.
1) True 2) False 3) Not stated

The number of koalas in Australia is falling down dramatically.
1) True 2) False 3) Not stated

The koala is a small bear-like animal that looks like a soft toy. The animal is cute and non-aggressive, but it’s difficult to see a koala in the Zoo and no one ever keeps them as pets. Why is it so?

The main reason why people shouldn’t try to take koalas out from their natural home is their diet. It’s a strict diet of eucalyptus leaves as koalas practically never eat anything else. In Australia there are over 600 types of eucalyptus, but koalas eat only 40–50 varieties with only about 10 being preferred. And even if you find the koala’s most favourite tree and plant it in your backyard, you won’t be able to supply your koala-pet with food anyway. The thing is that koalas eat only fresh young leaves, and the tree has few of them. So, to keep a koala happy and healthy, you would have to plant about 100 eucalyptus trees!

It’s difficult to explain why koalas love eucalyptus leaves so much. The leaves are tough and feel like rubber. They have very few calories and they are poisonous to most animals. Koalas, however, cope with such a diet easily. Nature has equipped them with specialised adaptations. Each koala eats approximately 200 to 500 grams of leaves per day. They are very slow eaters and they manage to get the maximum amount of energy from such a small amount of food. They also sleep for up to 18 hours per day in order to conserve energy.

Koalas spend all their lives on eucalyptus trees and they don’t have any need to leave them. Normally the animals don’t drink water as they receive it from the leaves. For this reason the koala got its name from an ancient Aboriginal word meaning "no drink".

Koalas live in societies, just like humans, so they need to be able to come into contact with other koalas. They live in suitable eucalyptus forests which are large enough to support a healthy koala population and to allow for expansion by maturing young koalas. In spite of their peaceful and sleepy look, koalas are highly territorial animals and don’t allow strangers to approach their “home trees” and “food trees”.

A female koala gives birth to only one baby in one or two years. It's hairless, blind and very little – about 2 cms long! It gets into the mother's pouch – a special pocket of skin on the stomach – and stays there for six or seven months. Then it gets out of the pouch but stays with the mother until it's about one year old. Koalas are slow-breeding animals and their population can't grow fast. The animals were in danger of extinction at the beginning of the 20th century when the koala was hunted for its fur. Fortunately, the population has been restored and today the Australian government doesn't consider the koala as endangered.
Everyone knows how important water is. Life on the planet would be _______ without it.  

| B13 | Everyone knows how important water is. Life on the planet would be _______ without it. | POSSIBLE |

| B14 | Whatever your ___________ drink is, you can’t make it without water. | FAVOUR |

| B15 | We need water for ___________ things: cooking, washing and producing goods. | DIFFER |

| B16 | My uncle, who is a ___________, says that he waters his vegetables and fruit trees a lot in dry weather. | FARM |

| B17 | ___________, fresh water resources on the Earth are limited and they are running out. Scientists warn that we may lack drinking water in the near future. | FORTUNATELY |

| B18 | We should be ___________ and we should not waste it. | CARE |

When Allan got to the airport, the airport official said: “I’m sorry, sir, but your plane ____________ off.”

| B4 | When Allan got to the airport, the airport official said: “I’m sorry, sir, but your plane ____________ off.” | TAKE |

You will have to take the next flight. You will ____________ in New York at about midnight.”

| B5 | You will have to take the next flight. You will ____________ in New York at about midnight.” | ARRIVE |

Allan was very upset: “I must be in New York at 6pm. I have a job interview there. I can’t miss it. It’s the ___________ job in the world.”

| B6 | Allan was very upset: “I must be in New York at 6pm. I have a job interview there. I can’t miss it. It’s the ___________ job in the world.” | GOOD |

Thousands of men and ___________ dream of such a job.”

| B7 | Thousands of men and ___________ dream of such a job.” | WOMAN |

The airport lady ___________ nothing and turned to another passenger. Allan wanted to ask her about other possible options, but she looked very busy so he stepped aside.

| B8 | The airport lady ___________ nothing and turned to another passenger. Allan wanted to ask her about other possible options, but she looked very busy so he stepped aside. | SAY |

Allan didn’t know what to do. He realised that he ___________ to call the company manager and tell him that he would not come.

| B9 | Allan didn’t know what to do. He realised that he ___________ to call the company manager and tell him that he would not come. | HAVE |

For the ___________ time in his life Allan felt really disappointed.

| B10 | For the ___________ time in his life Allan felt really disappointed. | ONE |

There probably wouldn’t be a second chance for ___________. He pulled out his notebook.

| B11 | There probably wouldn’t be a second chance for ___________. He pulled out his notebook. | HE |

The time of the interview ___________ there: 6pm, Tuesday. Allan looked at his digital watch and read: 2pm, Monday.

| B12 | The time of the interview ___________ there: 6pm, Tuesday. Allan looked at his digital watch and read: 2pm, Monday. | WRITE |
Приложение 1.

Тексты для аудирования

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание B1

Вы услышите четыре коротких диалога, обозначенных A, B, C и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

<table>
<thead>
<tr>
<th>Диалог A</th>
<th>Диалог B</th>
<th>Диалог C</th>
<th>Диалог D</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Excuse me, where can I pay for this book?</td>
<td>B: There, at the cash desk.</td>
<td>A: Do you know where the WiFi zone is?</td>
<td>A: Hey, turn off your mobile. It always makes a noise. You’re not allowed to</td>
</tr>
<tr>
<td>B: There, at the cash desk.</td>
<td>A: Thanks. I also need a good French-English dictionary.</td>
<td>B: It must be somewhere here, in the passenger area. Look there’s the sign. Do you want to check your e-mails?</td>
<td></td>
</tr>
<tr>
<td>A: Of course. We have a wide choice of paperback dictionaries as well as electronic ones.</td>
<td>A: Yeah, and I want to browse the web…. Our flight is delayed and we have to wait anyway.</td>
<td>A: Yeah, but you have to put aside your computer now because I enjoy talking while I’m eating.</td>
<td></td>
</tr>
<tr>
<td>A: Can I have a look at some electronic dictionaries first?</td>
<td>B: Ok, but don’t get carried away … you may miss the boarding announcement.</td>
<td>B: Ok, no problem. So what would you like to eat? I recommend tuna salad. I always have it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Вы можете ознакомиться с заданием ещё раз.

C1

Для ответа на задание С1 используйте бланк № 2.
При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на бланке № 2. Никакие записи черновика не будут учитываться экспертами. Обратите внимание на необходимость соблюдения указанного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем — не оцениваются.

You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ben. Write him a letter and answer his 3 questions. Write 100 – 120 words. Remember the rules of letter writing.
difficult and time consuming. The quickest way to learn a language is to go the schoolmates. Everyone wanted to talk to me to find out more details. Languages are very important in modern life. But learning languages is very difficult, they can easily imitate their teacher. Pictures and toys work very well too – children pick up new words for toys very quickly.

Sally: No, not really. It's funny, but I became more popular with my schoolmates when it happened. The road was completely blocked because of the accident. And a second later, a Peugeot 307 didn't notice and crashed into it. And a second later, a second car was seriously damaged. It's a lovely language and it sounds beautiful. I've got a pen-pal Mario, who lives in Italy, and I want to go there next year. I think Mario will appreciate my speaking Italian. And travelling is more enjoyable when you can communicate with the locals in their language.

Adam: Awful! And you saw it all, did you?
Sally: Yes, a lorry and two small cars.
Adam: Oh!
Sally: The lorry started to slow down before the crossroads, but the driver of the Peugeot 307 didn't notice and crashed into it. And a second later, a Mini Cooper smashed into the back of it.
Adam: Awful! And you saw it all, did you?
Sally: Yes, I did. I saw it from the bus window. I was just on my way to school when it happened. The road was completely blocked because of the accident. I had to get off the city bus and run to school so as not to be late for my first class.
Adam: You must have been very scared by the accident.
Sally: No, not really. It's funny, but I became more popular with my schoolmates. Everyone wanted to talk to me to find out more details.

Now we are ready to start.

Speaker A
I've always been very good at languages. I can speak English and French and it helps a lot as I'm in the export business. When we worked on some contracts with Russian companies, I decided to learn Russian. I take lessons regularly and I've learned a lot of words, but there are very difficult grammar rules in Russian, and there are so many exceptions! I'm not sure I'll ever be able to speak it.

Speaker B
My friends don't think that learning foreign languages is important – English is understood everywhere. I don't agree with them. I want to start learning Italian. It's a lovely language and it sounds beautiful. I've got a pen-pal Mario, who lives in Italy, and I want to go there next year. I think Mario will appreciate my speaking Italian. And travelling is more enjoyable when you can communicate with the locals in their language.

Speaker C
English is my native language and I don't have any problems when I travel – people can speak English everywhere. That's why I don't feel motivated to learn foreign languages at school. But according to the curriculum, I must learn two foreign languages. We start learning the first one at the age of seven. Usually it's French or German. At the age of 13 or 14 we choose the second language - Italian, Spanish, Chinese or others.

Speaker D
Languages are very important in modern life. But learning languages is very difficult and time consuming. The quickest way to learn a language is to go the school when it happened. The road was completely blocked because of the accident. I had to get off the city bus and run to school so as not to be late for my first class.

Adam: You must have been very scared by the accident.
Sally: No, not really. It's funny, but I became more popular with my schoolmates. Everyone wanted to talk to me to find out more details.

Now we are ready to start.
Adam: Hm. And why did it all happen? Slippery road, fog or rain?

Sally: No. It was nice and clear. There wasn’t much traffic on the roads. And nobody exceeded the speed limit.

Adam: What was it then?

Sally: I think it was totally the Peugeot driver’s fault. He was talking on his mobile phone at the time. He definitely couldn’t concentrate on driving.

Adam: Using a phone is very risky while driving. Everyone knows that.

Sally: Yeah. There are lots of things that may distract a driver. Smoking, for example, or talking with the passengers. Even the stereo system may do harm. When you listen to loud music, it affects how you drive. But I believe smoking while driving is the worst. The police should stop smoking drivers and fine them.

Adam: Yeah, I agree with that. But smokers will object to your idea, I’m afraid.

Sally: Never mind. All sensible people will support it. It would reduce the number of accidents I’m sure.

You have 30 seconds to complete the task. (Pause 30 seconds.)
Now you’ll hear the text again. (Repeat.)
This is the end of the task. You now have 30 seconds to check your answers.
(Pause 30 seconds.)

This is the end of the Listening Test.
Время, отведённое на выполнение заданий, истекло.
### Критерии оценивания выполнения задания С1*

**«Личное письмо»**  
(Максимум 10 баллов)

<table>
<thead>
<tr>
<th>Критерии оценивания</th>
<th>Задание выполнено полностью: дается полная ответ на три заданных вопроса, НО на один вопрос дан неполный ответ.</th>
<th>Задание выполнено частично: дается ответ на заданные вопросы, НО на два вопроса даны неполные ответы ИЛИ ответ на один вопрос отсутствует.</th>
<th>Задание не выполнено: отсутствуют ответы на два вопроса ИЛИ текст письма не соответствует требуемому объему</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>К1</strong> Решение коммуникативной задачи</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>К2</strong> Организация текста</td>
<td>Текст логично и последовательно разработан на абзацы; правильно использованы языковые средства для передачи логической связи; оформление текста соответствует нормам</td>
<td>Текст в основном логично выстроен, НО имеются недостатки (1–2) при использовании средств логической связи ИЛИ/ИЛИ деление на абзацы. ИЛИ имеют-</td>
<td>Текст выстроен нелогично; допущены многочисленные ошибки в структурном оформлении текста письма ИЛИ оформление текста не соответствует нормам письменного языка</td>
</tr>
<tr>
<td><strong>К3</strong> Лексико-грамматическое оформление текста</td>
<td>Используются разнообразная лексика и грамматические структуры, соответствующие поставленной коммуникативной задаче (допускаются не более 2-х языковых ошибок, не затрудняющих понимание)</td>
<td>Имеются языковые ошибки, не затрудняющие понимание (допускается не более 4-х грубых языковых ошибок) ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические структуры только на элементарном уровне</td>
<td>Имеются языковые ошибки, не затрудняющие понимание (до- пускается не более 5 грубых языковых ошибок) ИЛИ допущены языковые ошибки, которые затрудняют понимание текста</td>
</tr>
<tr>
<td><strong>К4</strong> Орфография и пунктуация</td>
<td>Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х, не затрудняющих понимание текста)</td>
<td>Допущенные орфографические и пунктуационные ошибки не затрудняют понимание (допускается не более 3–4 ошибок)</td>
<td>Допущены многочисленные орфографические и пунктуационные ошибки и/или допущены ошибки, которые затрудняют понимание текста</td>
</tr>
</tbody>
</table>

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*1. Задание С1 (личное письмо) оценивается по критериям К1–К4 (максимальное количество баллов – 10).
2. При получении учащимся 0 баллов по критерию «Содержание» задание С1 оценивается в 0 баллов.
3. Если объём письма менее 90 слов, то задание оценивается в 0 баллов. Если объём более 132 слов, то проверке подлежат только 120 слов, т.е. та часть личного письма, которая соответствует требуемому объёму.
4. При определении соответствия объема представленной работы требованиям считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчету.

При этом:
- стяженные (краткие) формы (например, I've, it's, doesn't, wasn't) считаются как одно слово;
- числительные, выраженные цифрами (например, 5; 29; 2010, 123204) считаются как одно слово;
- числительные, выраженные словами (например, twenty-one), считаются как одно слово;
- сложные слова (например, pop-singer, English-speaking, thirty-two) считаются как одно слово;
- сокращения (например, UK, e-mail, TV) считаются как одно слово.