

## ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН

- Вниманию выпускников школ и абитуриентов предлагаются 100 учебно-тренировочных заданий по разделу «Говорение» единого государственного экзамена по английскому языку.
- Это издание, построенное в строгом соответствии с требованиями ЕГЭ, дает возможность, практически выполнив экзаменационные задания, подготовиться к беседе с экзаменатором.
- Кроме тестовых заданий, в сборник вошли:
  - рекомендации по выполнению заданий;
  - карточки экзаменатора-собеседника;
  - схемы оценивания выполнения заданий.

Автор пособия — Елена Сергеевна Музланова, лауреат премии Президента России, опытный учитель, официальный эксперт ЕГЭ по английскому языку.

ISBN 978-5-17-065052-1



www.elkniga.ru

## ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН

Е.С. Музланова

# АНГЛИЙСКИЙ ЯЗЫК

# 100

## УЧЕБНО-ТРЕНИРОВОЧНЫХ ЗАДАНИЙ

ДЛЯ ПОДГОТОВКИ К

# ЕГЭ

## ГОВОРЕНИЕ

Единый государственный экзамен

---

Е.С. МУЗЛАНОВА

# АНГЛИЙСКИЙ ЯЗЫК

100 учебно-тренировочных  
заданий для подготовки к ЕГЭ

«ГОВОРЕНИЕ»

  
аст  
АСТ • Астрель  
Москва  
*ВКЛ*  
Владимир



УДК 373:821.111'36  
ББК 81.2Англ-2  
М89

*Серия основана в 2007 году*

**Музланова, Е.С.**

**М89** Английский язык: 100 учебно-тренировочных заданий для подготовки к ЕГЭ: «Говорение» / Е.С. Музланова. – М.: АСТ: Астрель; Владимир: ВКТ, 2010. – 45, [3] с. – (Единый государственный экзамен).

ISBN 978-5-17-065052-1 (ООО «Издательство АСТ»)

ISBN 978-5-271-26865-6 (ООО «Издательство Астрель»)

ISBN 978-5-226-02078-0 (ВКТ)

Цель пособия — помочь учащимся 10–11 классов и абитуриентам в кратчайшие сроки подготовиться к итоговой аттестации по английскому языку в форме единого государственного экзамена. Оно может быть также полезно и учителям, которые найдут в нем необходимый материал для работы на уроках.

В сборнике представлены 100 учебно-тренировочных заданий по разделу «Говорение», которые можно использовать в качестве практического материала для подготовки к экзамену. Упражнения сгруппированы по типам заданий, которые проверяют различные умения и представляют разные уровни сложности. В помощь учащимся предлагаются рекомендации по выполнению различных типов заданий, а также фразы-клише, которые могут быть полезны при составлении диалогов и ответа на вопросы экзаменатора.

Помимо заданий на проверку навыков монологического высказывания (С3) и заданий на составление диалога (С4) учащиеся найдут в пособии карточки экзаменатора-собеседника, которые можно использовать при работе с заданием в парах, а также критерии оценки выполнения заданий с развернутым ответом.

УДК 373:821.111'36  
ББК 81.2Англ-2

Подписано в печать 21.12.2009. Формат 60х90<sup>1/16</sup>.  
Усл. печ. л. 3,0. Тираж 10 000 экз. Заказ № 1789и.

ISBN 978-5-17-065052-1 (ООО «Издательство АСТ»)

ISBN 978-5-271-26865-6 (ООО «Издательство Астрель»)

ISBN 978-5-226-02078-0 (ВКТ)

© Музланова Е.С.  
© ООО «Издательство Астрель»

## ПРЕДИСЛОВИЕ

Цель пособия — помочь учащимся 10–11 классов и абитуриентам в кратчайшие сроки подготовиться к итоговой аттестации по английскому языку в форме единого государственного экзамена.

Одним из главных аспектов проверки на экзамене является практическое владение устной речью в рамках изученных тем, а также коммуникативная компетенция учащихся.

Раздел единого экзамена «Говорение» включает два типа заданий: тематическое монологическое высказывание и диалог с целью обмена оценочной информацией. Время устного ответа — 10 минут на одного испытуемого. При ответе на первое задание учащийся должен осветить все предложенные к нему вопросы, логично и аргументировано построить свое высказывание, а также ответить на вопросы экзаменатора. При ответе на второе — уметь начать, поддержать и закончить беседу, предлагать варианты к обсуждению, выражать свою аргументированную точку зрения и отношение к обсуждаемому вопросу, принимать совместное решение, а также продемонстрировать владение грамматическими структурами и хорошим словарным запасом в соответствии с поставленной задачей.

Сборник включает 2 раздела, в которых приведены 12 монологических и 12 диалогических заданий по различной тематике устного общения, составленных в соответствии с определенными установками. В помощь учащимся предлагаются рекомендации по выполнению этих заданий, а также фразы-клише, которые могут быть полезны при составлении диалогов и ответе на вопросы экзаменатора. Помимо заданий на проверку навыков монологического высказывания (С3) и составление диалога (С4) здесь помещены карточки экзаменатора-собеседника, которые можно использовать при работе в парах.

В пособии также приведены критерии оценки выполнения заданий. Они позволяют учащимся получить представление о требованиях к полноте и правильности развернутого ответа и выработать правильную стратегию подготовки к сдаче ЕГЭ.

Пособие предназначено, главным образом, для подготовки учащихся выпускных классов школ, гимназий и лицеев к единому государственному экзамену по английскому языку. Однако, оно может быть использовано и на более раннем этапе для подготовки к олимпиадам, а также для углубленного изучения английского языка. Сборник может быть полезен и учителям, которые найдут в нем необходимый материал для своей работы на уроках.

Надеемся, что это пособие поможет быстро и качественно подготовиться к итоговой аттестации по английскому языку и успешно сдать единый государственный экзамен.

## Задание № 1 (C3)

### РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ ЗАДАНИЯ № 1 (C3)

1. Цель задания № 1(C3) — составить самостоятельное монологическое высказывание в соответствии с ситуацией общения, указанной в коммуникативном задании.
2. При подготовке к ответу подумайте, какие аргументы вы можете привести по каждому из пунктов задания. Для успешного выполнения задания вам следует дать не менее двух развернутых аргументов по каждому вопросу.
3. Объем тематического монологического высказывания зависит от темпа вашей речи. На ответ по заданию C3 отводится не более 2 минут. При среднем темпе речи вам следует сказать 15—20 предложений.
4. Рекомендуется обсуждать вопросы в том порядке, в котором они даны в задании, однако вы можете изменить порядок обсуждения при условии, что ваше монологическое высказывание будет логичным.
5. Не останавливайтесь слишком подробно на каком-либо пункте, так как вам может не хватить времени осветить все вопросы задания, а это приведет к снижению общего балла. Не стоит также отходить от темы и сообщать информацию, не относящуюся к заданному вопросу, так как неуместная информация не будет учитываться при оценивании ответа. Помните, что точность, логичность и правильная аргументация — главные критерии оценивания вашего ответа.
6. При ответе обязательно используйте средства логической связи между отдельными частями монолога (вводные слова, разговорные клише, союзы и т.д.). Постарайтесь, по возможности, проиллюстрировать свои тезисы примерами.
7. Не пытайтесь вспомнить слово, если вы его вдруг забыли. Если вы не знаете какого-либо слова, постарайтесь заменить его синонимом или объяснить другими словами. Помните, что время вашего ответа ограничено.
8. Ваш ответ будет записываться на магнитофон. Не обращайтесь на это внимание, но старайтесь говорить четко и громко.
9. Перед началом вашего ответа экзаменатор задаст вам 3 вопроса для разминки. Ваши ответы на эти вопросы на магнитофон не записываются и экзаменатором не оцениваются. Однако они дают вам возможность справиться с волнением и привыкнуть к голосу экзаменатора-собеседника.
10. Когда вы закончите свой ответ, экзаменатор задаст вам несколько вопросов. Внимательно выслушайте вопросы и постарайтесь дать развернутые ответы, аргументируя свою точку зрения.

## Задание 1.1.

### C3 Task 1 (3—3.5 minutes)

Give a talk on **communication**.

**Remember to discuss:**

- whether modern communication is easier than a hundred years ago, why
- whether ordinary letters will disappear in the future, why
- which is better — written or oral communication, why
- which ways of communication you prefer, why

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.

## Задание 1.2.

### C3 Task 1 (3—3.5 minutes)

Give a talk on **education**.

**Remember to discuss:**

- why it is important to study
- which school subjects are most difficult for you, why
- which is better — school education or home education, why
- whether you want to continue your education, why

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.

## Задание 1.3.

### C3 Task 1 (3—3.5 minutes)

Give a talk on **Great Britain**.

**Remember to discuss:**

- what you imagine when you think of Great Britain, why
- whether Great Britain has a unique climate, why
- why people travel to Great Britain
- what places in Great Britain you would like to visit and why

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.

## Задание 1.4.

### C3 Task 1 (3—3.5 minutes)

Give a talk on **traditions**.

**Remember to discuss:**

- why it is important to keep up traditions
- whether old traditions have survived in Russia, why
- what traditions are kept in your family, why
- what traditions make you especially proud of your country, why

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.



**Задание 1.5.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **leisure activities**.

**Remember to discuss:**

- how leisure activities have changed over the last years
- what teenagers like doing in their spare time, why
- whether teenagers have enough leisure time, why
- what you prefer doing when you're alone, why

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.

**Задание 1.6.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **nutrition**.

**Remember to discuss:**

- why it is important to eat healthy food
- whether eating habits have changed in recent years, why
- whether it is good to follow a special diet, why
- what your eating preferences are

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.

**Задание 1.7.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **family relations**.

**Remember to discuss:**

- what family relations can be between the members of the family, why
- what the reasons for disagreements between parents and children are, why
- whether it is good to be an only child, why/why not
- your relations with your family members

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.

**Задание 1.8.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **art**.

**Remember to discuss:**

- why people enjoy art

- which art galleries you enjoy, why
- whether you understand modern art, why
- what artists you admire, why

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.

**Задание 1.9.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **teenage groups and movements**.

**Remember to discuss:**

- why teenagers join different groups and movements
- what subcultures are popular with teenagers nowadays, why
- why adults are against teenage subcultures
- whether you would like to join any subculture, 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.

**Задание 1.10.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **animals**.

**Remember to discuss:**

- why animals are important for people
- why people keep animals as pets
- whether you would like to keep an exotic animal as a pet, why/why not
- how people can help animals survive

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.

**Задание 1.11.**

**C3 Task 1 (3—3.5 minutes)**

Give a talk on **the Internet**.

**Remember to discuss:**

- what opportunities the Internet offers to the people
- why the possibilities of the Internet may seem frightening
- whether people will study on-line in the future, why/why not
- which way of using the Internet you prefer, why

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.

### Задание 1.12.

#### C3 Task 1 (3—3.5 minutes)

Give a talk on learning foreign languages.

Remember to discuss:

- why it is important to learn foreign languages
- whether it will be better to have only one language on the planet, why
- why you learn English
- whether you are a good language learner, why

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.

### КАРТОЧКИ ЭКЗАМЕНАТОРА-СОБЕСЕДНИКА

#### Задание 1.1.

##### WARM UP

1. Have you got any friends?
2. How do you usually spend your spare time?
3. What games do you enjoy playing?

#### 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.

1. Is modern communication easier than a hundred years ago? Why?
2. Will ordinary letters disappear in the future? Why?
3. Which is better — written or oral communication? Why?
4. Which ways of communication do you prefer? Why?

Finally, you should ask **each student** the following:<sup>1</sup>

- Do you have a mobile? How often do you use it?
- Which do you prefer: sending a message or making a call? Why?
- Can you imagine your life without modern means of communication? Why?

##### 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.

#### Задание 1.2.

##### 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.

1. Why is it important to study?
2. Which school subjects are most difficult for you? Why?
3. Which is better — school education or home education? Why?
4. Would you like to continue your education? Why?

Finally, you should ask **each student** the following:<sup>1</sup>

- Do you enjoy studying? Why?
- Would you like to study in a boarding school? Why?
- Would you like to get education abroad? Why?

##### 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.

#### Задание 1.3.

##### WARM UP

1. Do you enjoy travelling?
2. What places have you already visited?
3. What means of transport do you prefer? Why?

#### 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.

1. What do you imagine when you think of Great Britain? Why?
2. Has Great Britain got a unique climate? Why?

<sup>1</sup> 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 ...»



3. Why do people travel to Great Britain?
  4. What places in Great Britain would you like to visit and why?
- Finally**, you should ask **each student** the following:<sup>1</sup>
- Does Great Britain differ much from Russia? Why?
  - What is your personal attitude towards the British? Give your reasons.
  - Do you believe that a huge monster lives in Loch Ness? Why?

#### 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.**

#### Задание 1.4.

##### WARM UP

1. Do you enjoy celebrating holidays?
2. Do you celebrate holidays with your friends or with your family?
3. What is your favourite holiday?

#### 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.

1. Why is it important to keep up different traditions?
2. Have old traditions survived in Russia? Why?
3. What traditions are kept in your family? Why do you keep them?
4. What traditions make you especially proud of your country? Why?

**Finally**, you should ask **each student** the following:<sup>1</sup>

- Do your friends follow old Russian traditions? Why?
- Have you got any traditions in your school?
- Would you like to have more traditions in your life? Why?

#### 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.**

<sup>1</sup> 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 ...»

#### Задание 1.5.

##### WARM UP

1. Do you like playing sports?
2. What is your favourite kind of sport?
3. What sports event do you usually watch on TV?

#### 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.

1. How have leisure activities changed over the last years?
2. What do teenagers like doing in their spare time? Why?
3. Have teenagers got enough leisure time? Why?
4. What do you prefer doing when you're alone? Why?

**Finally**, you should ask **each student** the following:<sup>1</sup>

- Do you think that parents worry too much about what their children are doing when they are out? Why?
- Will some leisure activities disappear in the future? Why?
- Will people have more free time in the future? Why?

#### 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.**

#### Задание 1.6.

##### WARM UP

1. Do you like listening to music? Why? Why not?
2. When and where do you listen to music?
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.

1. Why is it important to eat healthy food?
2. Have people's eating habits changed in recent years? Why?
3. Is it good to follow a special diet? Why?
4. What are your eating preferences?

<sup>1</sup> 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 ...»

Finally, you should ask **each student** the following:<sup>1</sup>

- Do you follow any healthy diet? Why?
- Why do many people don't take care of what they eat?
- Do you think that following a diet is the only way to stay healthy? 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.**

#### Задание 1.7.

##### WARM UP

1. Do you like watching TV?
2. What are your favourite TV shows?
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.

1. What family relations can be between the members of the family? Why?
2. What are the reasons for disagreements between parents and children? Why do you think so?
3. Is it good to be an only child? Why/why not?
4. What are your relations with your family members?

Finally, you should ask **each student** the following:<sup>1</sup>

- Would you like to have a big/small family? Why/why not?
- How many children would you like to have in the future? Why?
- Why are family relations so important for people?

#### 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.**

<sup>1</sup> 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 ...»

#### Задание 1.8.

##### WARM UP

1. Do you enjoy reading? Why? Why not?
2. What is your favourite book? Why?
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.

1. Why do people enjoy art?
2. Which art galleries do you enjoy? Why?
3. Do you understand modern art? Why/why not?
4. What artists do you admire? Why?

Finally, you should ask **each student** the following:<sup>1</sup>

- Why do people become professional artists?
- What would life be like without art?
- Do you think graffiti is art? 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.**

#### Задание 1.9.

##### WARM UP

1. Do you like playing computer games?
2. What are your favourite leisure activities?
3. Where do you prefer to spend your holidays?

#### 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.

1. Why do teenagers join different groups and movements?
2. What subcultures are popular with teenagers nowadays? Why?
3. Why are adults against teenage subcultures?
4. Would you like to join any subculture? Why/why not?

<sup>1</sup> 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 ...»



Finally, you should ask **each student** the following:<sup>1</sup>

- Does belonging to a group help to express one's individuality? Why/why not?
- What is easier: to join a group or to leave it? Why?
- What is your ideal subculture? Why?

#### 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.**

#### Задание 1.10.

##### 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.

1. Why are animals important for people?
2. Why do people keep animals as pets?
3. Would you like to keep an exotic animal as a pet? Why/why not?
4. How can people help animals survive?

Finally, you should ask **each student** the following:<sup>1</sup>

- Do you like animals? Why?
- What animals make good pets? Why?
- Do you think people should keep animals in zoos? 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.**

<sup>1</sup> 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 ...»

#### Задание 1.11.

##### WARM UP

1. Have you got a computer at home?
2. Do you need a computer in your everyday life?
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.

1. What opportunities does the Internet offer to the people?
2. Why may the possibilities of the Internet seem frightening?
3. Will people study online in the future? Why/why not?
4. Which way of using the Internet do you prefer? Why?

Finally, you should ask **each student** the following:<sup>1</sup>

- Do you have your own website? Would you like to have one? Why/why not?
- Would you like your future career to be connected with the Internet? Why/why not?
- Do you think that the Internet can replace face-to-face communication in the future? 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.**

#### Задание 1.12.

##### WARM UP

1. Do you enjoy travelling?
2. Have you ever travelled abroad?
3. Where do you usually spend your holidays?

#### 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.

1. Why is it important to learn foreign languages?
2. Would you like to have only one language on the planet? Why/why not?

<sup>1</sup> 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 ...»

3. Why do you learn English?
  4. Are you a good language learner? Why/why not?
- Finally**, you should ask **each student** the following:<sup>1</sup>
- What do you think is the best way of learning a foreign language? Why?
  - Is it difficult for you to learn English? Why?
  - Would you like to learn any other foreign language? Why?

#### 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.**

### Задание № 2 (C4)

#### РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ ЗАДАНИЯ № 2 (C4)

1. Цель задания № 2 (C4) — обсудить с партнером предложенные варианты решения коммуникативной задачи (опции) и принять совместное решение.
2. Во время подготовки к ответу продумайте аргументы «за» и «против» каждого пункта задания. Помните, что для успешного ответа вы должны высказывать не только развернутые аргументы в пользу своего мнения, но также и контраргументы на мнение собеседника.
3. Вы должны начать диалог — ввести в ситуацию. Для этого вы можете использовать формулировку задания, перефразировав её, и затем спросить мнение экзаменатора-собеседника по этому вопросу.
4. Ваша задача — последовательно обсудить все предложенные варианты и прийти к единому мнению. Время диалога ограничено (3—4 минуты), однако не спешите переходить от одной опции к другой. Для успешного ответа вам надо по каждой опции сказать не менее 2 развернутых аргументов и высказать хотя бы один контраргумент.
5. Во время беседы будьте активны: предлагайте варианты и запрашивайте мнение собеседника. Как правило, экзамена-

<sup>1</sup> 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 ...»

тор-собеседник высказывает точку зрения, противоположную вашей. Это отличный повод возразить ему и высказать весомый контраргумент.

6. Следует помнить, что диалог предполагает соблюдение очередности реплик, поэтому после 2—3 предложений следует поинтересоваться мнением собеседника. При этом желательно использовать разнообразные вопросительные структуры.
7. Диалогическая речь предполагает знание и использование разговорных формул и клише. Обязательно реагируйте на реплики собеседника, выражая согласие или несогласие, одобрение, сомнение или удивление. Если вы не согласны с собеседником, выражайте свое несогласие вежливо и корректно. Большое значение имеют также поддерживающие реплики типа *I see, Oh yes, You are right.*
8. А что делать, если вы не поняли собеседника? Не молчать, а стараться восстановить беседу. Для этого вы можете использовать следующие фразы: *I didn't quite catch what you said. Could you explain what you mean?* или *Well, would you say it again, please?*
9. Не забудьте, что в конце беседы вы должны принять совместное решение, то есть выбрать одну из опций с учетом мнения собеседника. Помните, что экзаменатор-собеседник, как правило, не соглашается с вами, и вам надо его убедить принять вашу точку зрения. Есть и второй вариант: согласиться с мнением экзаменатора, но это надо сделать логично и аргументировано. Обязательно сформулируйте ваше совместное решение в конце диалога. Без данного решения задание не может считаться выполненным.
10. При оценивании задания C4 учитываются не только содержание и коммуникативность, но также лексический запас, грамматика и произношение.

#### USEFUL LANGUAGE

##### 1. Expressing agreement

In general I quite agree ...  
I absolutely/completely/totally agree that ...  
I can't but agree with you!  
I am of the same opinion.  
You've got a point.  
I feel the same.  
That's how I feel too.  
I'm with you there.  
You're quite right./ That's right.  
Exactly!  
In a way, you are right.  
I partly agree with you.  
I agree to a certain extent, but ...

##### 2. Expressing disagreement

I'm afraid I have to disagree (with) ...  
I don't really agree. Don't you think ...?  
I wouldn't say that.  
I can see your point, but ...  
I see what you mean, but ...  
You could be right, but I think ...  
That's not true at all!  
I'm sorry, but I can't agree ...  
I don't think that ...  
Not exactly!  
On the contrary, ...



**3. Making additions**

Let me add that ...  
 I would like to add that ...  
 I should add ...  
 In addition, ...  
 It's necessary to remember that ...  
 By the way, ...

**4. Making suggestions**

I suggest/I'd suggest going to the cinema.  
 Let's choose photography.  
 Why don't we go for a walk?  
 Why not go for a walk?  
 What about watching TV?  
 How about playing chess?

**5. Giving examples**

... for example, ...  
 ... for instance, ...  
 ... such as ...  
 ... Like ...

**6. Expressing likes/dislikes**

I really enjoy travelling.  
 I'm fond of collecting.  
 I'm keen on books by Tolkien.  
 I'm fascinated by London.  
 I'm captivated by the story line of this book.  
 I'm extremely interested in history.  
 I hate rap music.  
 I can't stand watching silly commercials.  
 I'm bored by soap operas.

**7. Expressing opinion/giving reasons**

I think ... because ...  
 I suppose that ...  
 Well, it seems to me that ...  
 I'm sure that ...  
 I do feel that ...  
 I find it interesting ...  
 It's very important ...  
 To begin with ...  
 First of all, .../Firstly, ...  
 Second, .../ Secondly, ...  
 Third, ...  
 Besides, ...  
 What is more, ...  
 Moreover, ...  
 More than that, ...  
 Finally, ...  
 On the one hand, ...  
 On the other hand, ...  
 To sum up, ...  
 That's why I think that ...  
 As for me, ...  
 From my point of view, ...  
 To my mind, ...  
 In my opinion, ...  
 Personally, ...  
 As to British climate, ...  
 I have another opinion.  
 I don't care ...  
 To tell the truth, ...  
 Frankly speaking, ...  
 To be honest, ...  
 On second thoughts ...  
 It can't be denied that ...  
 We must admit that ...  
 It goes without saying that ...  
 There is no doubt that ...  
 On the whole, I believe that ...

**Задание 2.1.****C4 Task 2 (3—4 minutes)**

You and your friend are discussing **the ecological situation in your city**. Discuss the following ecological problems and choose the one you both find most serious:

- air pollution
- water pollution
- rubbish
- noise

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**

**Задание 2.2.****C4 Task 2 (3—4 minutes)**

You and your friend are discussing **the best way of getting information about the world**. There are several options but you may choose **only one** of them:

- newspapers
- radio
- TV
- the Internet

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**

**Задание 2.3.****C4 Task 2 (3—4 minutes)**

Your school is considering what to **buy to help students with their English**. Here are some of the things that have been suggested. Discuss all of the suggested possibilities with your friend and choose the one that both of you find most useful:

- a cassette recorder
- video cassettes
- dictionaries
- books for reading

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**

**Задание 2.4.**

**C4** Task 2 (3—4 minutes)

You and your friend are discussing how you **could spend time at the weekend**. There are several options but you may choose **only one of them**:

- go to a football match
- go to a café
- watch a thriller at the cinema
- go to a music concert

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**

**Задание 2.5.**

**C4** Task 2 (3—4 minutes)

You and your friend are thinking of how you could celebrate **New Year's Day**. Discuss the following options and choose the **one you both like most of all**:

- with your family
- at a youth hostel
- go for a walk
- go to a disco party

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**

**Задание 2.6.**

**C4** Task 2 (3—4 minutes)

You and your friend have decided to **work part-time** so as to earn some pocket money. Discuss the following options and choose the **one you both like most of all**:

- working as a librarian
- babysitting
- delivering newspapers
- errand-running

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**

**Задание 2.7.**

**C4** Task 2 (3—4 minutes)

Your local youth club **has been awarded some money** by the local council. Here are some of the things that you are considering buying. You can choose from:

- a TV set
- a computer
- a microwave oven
- a music centre

Discuss the options with your friend and choose the **one you both like most of all**.

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**

#### Задание 2.8.

##### **C4** Task 2 (3—4 minutes)

You and your friend are thinking of going in for sports and you are discussing **what sport to take up**. Discuss the following options and choose **the one you both like most of all**:

- jogging
- skateboarding
- swimming
- basketball

**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**

#### Задание 2.9.

##### **C4** Task 2 (3—4 minutes)

You and your friend are discussing where both of you would like to **live in the future**. There are several options to choose from:

- in a city
- in the countryside
- in the mountains
- at the seaside

Discuss the options with your friend and choose the **one** you both like most of all.

**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**

#### Задание 2.10.

##### **C4** Task 2 (3—4 minutes)

You and your friend are considering what **film you would like to see in the evening**. Discuss the following options and choose the **one you both like most of all**:

- a cartoon
- a thriller
- a love story
- a detective film

**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**

#### Задание 2.11.

##### **C4** Task 2 (3—4 minutes)

You and your friend are discussing **which way of communication is the best**. Discuss the following options with your friend and choose **the one you both like most of all**:

- face-to-face communication
- mobile phone
- e-mail
- instant messaging

**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**

Задание 2.12.

**C4** Task 2 (3—4 minutes)

You and your friend are going to make a project for your English class. You want your project to be interesting and exciting. Discuss the following options and choose the one you would both like to write about:

- the Grand Canyon
- Loch Ness
- Stonehenge
- Uluru

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

**КАРТОЧКИ ЭКЗАМЕНАТОРА-СОБЕСЕДНИКА**

Задание 2.1.

**C4** INTERLOCUTOR CARD  
Task 2 (3—4 minutes)

You and your friend are discussing the ecological situation in your city. These are your ideas about each option:

	+	—
<b>Air pollution</b>	— Every day a huge number of plants and factories emit lots of harmful substances into the atmosphere of our city so the concentration of harmful substances in the air is over ten times the admissible level. — A great increase in the use of private cars has caused an increase in a new kind of air pollution. The most dangerous pollutant from cars is lead. Even small amounts of it can affect the brain and nervous system of people.	— We can take measures to decrease the level of harmful substances in the air. For example, car owners should install special filters on their cars, besides the government should move all plants and factories outside the city. — And of course we should plant more parks because trees produce oxygen and clean the air so the problem of air pollution is not so urgent.

Продолжение табл.

	+	—
<b>Water pollution</b>	— Industrial pollution has made the water in our river completely undrinkable and thousands of fish die every year as a result of the illegal dumping of waste into our river by factories and plants. If this trend continues, one day we won't have any fish at all. — Another problem is that people consume too much water so in the future we won't have enough fresh water for everybody.	— I don't think that the situation is so critical because we have lots of water underground. — We can also improve the quality of water in our river by installing different purifying systems. — It's possible to recycle rain water and use it to water plants or for washing.
<b>Rubbish</b>	— Don't you think that our city is slowly turning into a big landfill site? There is loads of litter everywhere. People throw it on the ground instead of putting it into a litter bin. — We're producing a huge amount of rubbish each year and the existing landfill sites are nearly full. I'm afraid that soon we won't have enough landfill sites to dispose of our rubbish.	— The reason is that there aren't enough litter bins in public places. If there were more litter bins, our city would be much cleaner. — Of course we've all got to try and reduce the amount of rubbish we throw away by buying unpackaged goods, like fruit and vegetables, rather than goods which are wrapped and packaged in plastic. — Besides, we shouldn't dump our rubbish without thinking which things, such as bottles and paper, can be recycled.
<b>Noise</b>	— People living near the airport suffer from the noise of large and powerful jet airliners taking off and landing. Excessive noise can lead to serious psychic disorders. — People who are exposed to loud noises all the time become very nervous and upset. Moreover, they run a risk of going deaf.	— I've never thought that noise can be a real problem. — I think we can try to reduce the level of noise near the airport by installing special screens.



	+	-
	<p>— I think that other people in our city are also exposed to loud noise, for example, noise from cars, buses or trains. Besides, when people listen to loud music they may disturb their neighbours. And the power of our music centres is growing all the time.</p> <p>— We can install different air filters and water treatment facilities or recycle rubbish but we don't know how to fight against the growing noise around us.</p>	

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

#### Задание 2.2.

#### C4 INTERLOCUTOR CARD

##### Task 2 (3—4 minutes)

You and your friend are discussing the best source of getting information about the world. These are your ideas about each option:

	+	-
<b>Newspapers</b>	<p>— Newspapers are packed with the latest news, information and facts and help us to be in the know of everything.</p> <p>— They usually provide us with extra details, commentaries and background information.</p> <p>— Newspapers cater for a variety of political views, interests and levels of education so you can choose a newspaper according to your interests.</p>	<p>— I don't like reading very much. It takes so much time.</p> <p>— Newspapers make my hands dirty!</p> <p>— The print is so small! My eyes usually get so tired.</p>
<b>Radio</b>	<p>— It's good to listen to the radio in a car, or in the open air, or when you do something about the house.</p> <p>— You can tune into all kinds of stations: pop or classical music, news, sport or foreign radio stations so you can keep up-to-date with the news.</p> <p>— Radio has fresher news than newspapers. They are informed every half-hour.</p>	<p>— Radio station newscasts are very short and you have to believe the presenter's opinion because you don't have enough information.</p> <p>— The newsbreaks on the radio are also recorded beforehand so they are not always fresh.</p> <p>— Sometimes it's difficult to find the necessary radio station.</p>
<b>TV</b>	<p>— It is a wonderful source of information. When you need immediate information about the latest world events, you switch the TV on.</p> <p>— I like TV news because I can see everything with my own eyes.</p> <p>— Television is a reflection of the modern world and it allows me to follow the events in faraway countries without visiting them.</p>	<p>— All channels usually show the same news.</p> <p>— If I want to learn the latest news, I have to wait until the news programme is on.</p> <p>— You can't get information about everything on TV.</p>

	+	-
<b>The Internet</b>	<ul style="list-style-type: none"> <li>— All the latest information is available to you in your home at any hour of the day and night. You don't have to wait for news programmes to be in the know of everything.</li> <li>— The Internet allows you to watch all TV programmes. Moreover, it has additional video films on different topics.</li> <li>— Modern computer screens have no radiation.</li> </ul>	<ul style="list-style-type: none"> <li>— You have to pay for the Internet! It is very expensive!</li> <li>— We can't see everything with our own eyes.</li> <li>— Computers affect our eyesight.</li> </ul>

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

#### Задание 2.3.

#### **C4** INTERLOCUTOR CARD Task 2 (3—4 minutes)

Your school is considering what to buy to help students with their English. These are your ideas about each option:

	+	-
<b>A cassette recorder</b>	<ul style="list-style-type: none"> <li>— You know that listening skills are very important in learning languages. If you can't understand a person you are speaking to, you won't be able to communicate, will you?</li> <li>— There is no cassette recorder in our classroom and our teacher always has to ask somebody to lend it to her when we have listening tasks in our textbook.</li> </ul>	<ul style="list-style-type: none"> <li>— We should buy things not only for our group.</li> <li>— Modern textbooks include audio CDs so a cassette recorder will soon be useless.</li> </ul>
<b>Video cassettes</b>	<ul style="list-style-type: none"> <li>— Watching English films is a good way to train our listening skills and to learn about English culture.</li> <li>— We've got TV sets in almost all classrooms so video cassettes can be used in all groups.</li> </ul>	<ul style="list-style-type: none"> <li>— The problem is that we don't have video players to watch them.</li> <li>— All films now are on DVDs. If we had DVD players, it would be the best option for us but, unfortunately, DVD players are rather expensive so we can't afford to have them in all classrooms.</li> </ul>
<b>Dictionaries</b>	<ul style="list-style-type: none"> <li>— Dictionaries are very useful at the lessons and we don't have any dictionaries in the classroom.</li> <li>— Good dictionaries not only help pupils translate words but also teach grammar and collocations.</li> </ul>	<ul style="list-style-type: none"> <li>— Good dictionaries are rather expensive so we won't be able to supply all students with them.</li> <li>— Lots of our students use electronic dictionaries in their computers and mobile phones so they don't need printed dictionaries. That's why I think we shouldn't buy them.</li> </ul>
<b>Books for reading</b>	<ul style="list-style-type: none"> <li>— Reading English books is the best way to enlarge our vocabulary and today there is a great choice of books in the shops.</li> <li>— Most books go together with audio cassettes or CDs so we'll also be able to improve our listening skills.</li> <li>— We could keep them in the library so all students will be able to read them at home if they want.</li> <li>— They are rather cheap so we'll be able to buy quite a big number of different books.</li> </ul>	<ul style="list-style-type: none"> <li>— I'm afraid they are rather expensive.</li> <li>— Reading takes up a lot of time and it is quite boring.</li> </ul>



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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

#### Задание 2.4.

#### C4 INTERLOCUTOR CARD

##### Task 2 (3—4 minutes)

You and your friend are discussing how you can spend time at the weekend. These are your ideas about each option:

	+	—
<b>Go to a football match</b>	<ul style="list-style-type: none"> <li>— I am a great fan of football. This game is really exciting.</li> <li>— I haven't been to a real football match for ages.</li> <li>— My favourite team plays this weekend and I can't miss the game.</li> <li>— It's fun to watch a football match at the stadium because there are lots of other fans there.</li> </ul>	<ul style="list-style-type: none"> <li>— It's really noisy at the stadium because fans are always shouting.</li> <li>— It is dangerous to go to football matches because fans can be really aggressive if their team loses.</li> <li>— It may rain at the weekend so we won't feel comfortable at the stadium. We'd better watch the match on TV.</li> <li>— I am not a football fan. I think this game is rather boring to watch.</li> </ul>

Окончание табл.

	+	—
<b>Go to a café</b>	<ul style="list-style-type: none"> <li>— We could treat ourselves to delicious food.</li> <li>— It's a good way to relax.</li> <li>— Well, there is usually nice music in the café and we can dance a lot.</li> <li>— It's a great opportunity to make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>— Cafés are usually crowded at weekends. And they are stuffy, too.</li> <li>— I think it's boring to sit all day in the café.</li> <li>— There can be lots of drunken people and they can be nasty.</li> <li>— I'm afraid of making friends in a café.</li> </ul>
<b>Watch a thriller at the cinema</b>	<ul style="list-style-type: none"> <li>— These films are often full of action and they are really fascinating.</li> <li>— I've seen a trailer and this film has lots of breathtaking scenes and you get so involved.</li> <li>— There are lots of overwhelming special effects and the cast is really brilliant.</li> </ul>	<ul style="list-style-type: none"> <li>— I hate thrillers because there's always a lot of violence and the plot is usually rather simple.</li> <li>— At the cinemas there are always some people who talk and laugh at the very interesting moment. We'd better buy a DVD-disk and enjoy watching it at home.</li> </ul>
<b>Go to a music concert</b>	<ul style="list-style-type: none"> <li>— Why not go to a music concert of your favourite rock group? They are playing at our concert hall on Sunday!</li> <li>— We can meet different celebrities there.</li> <li>— My aunt works in the box-office of the concert hall and I'll ask her to buy tickets for us.</li> </ul>	<ul style="list-style-type: none"> <li>— I am afraid we won't be able to get tickets.</li> <li>— Music concerts are so noisy.</li> </ul>

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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?"

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.**

Задание 2.5.

**C4** INTERLOCUTOR CARD  
Task 2 (3–4 minutes)

You and your friend are thinking of how you could celebrate New Year's Day. These are your ideas about each option:

	+	—
<b>With your family</b>	— Well, I think I'll stay with my relatives as usual. First of all, New Year is a family holiday. — I usually get lots of presents from my relatives so I'm looking forward to this day. It's a great time of the year!	— I think it's rather boring to celebrate this holiday with relatives. There's not much to do except watching TV and talking. — Your parents usually go to bed rather early and won't allow us to stay up all night.
<b>At a youth hostel</b>	— There will be lots of young people in the hostel so you can make a lot of new friends. — I'm sure we'll have a lot of fun playing games and dancing.	— There can be lots of different parties in the hostel and I'm afraid there will be lots of drunken people. I think it may be dangerous. — We'll have to cook a lot of food. — We'll have to do lots of washing up and cleaning and I don't feel like doing it on holiday.
<b>Go for a walk</b>	— It's rather exotic! We'll watch fireworks and listen to music. — And then we can play snowballs and have a lot of fun! — If we are hungry, we can go to a café and have a snack.	— You are crazy! It's freezing and it's going to be rather cold at night. — I'm afraid we'll get hungry. — I'm sure all cafés will be full that night.

	+	—
<b>Go to a disco party</b>	— Great idea! There will be lots of young people and we can make new friends. — I'm fond of dancing. — I think there will be a special concert programme, too. So we will have a lot of fun. — We won't have to care about food. Everything is included into the price. — We won't have to wash dishes and to clean the room after the party!	— I'm afraid we won't be able to buy tickets. — I don't like dancing. It's boring.

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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?"

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.**

Задание 2.6.

**C4** INTERLOCUTOR CARD  
Task 2 (3–4 minutes)

You are discussing options for a part-time job to earn some pocket money. These are your ideas about each option:



	+	-
<b>Working as a librarian</b>	— You'll have loads of fascinating books around you and you can spend your free time reading them. — We'll be able to make lots of new friends.	— It's the most boring job in the world. I wouldn't like to stay all day in a stuffy library with no one to speak to. — Books collect dust on the shelves and I'm allergic to it.
<b>Baby-sitting</b>	— Most young mums need help with their newborn babies. — I like being with kids.	— I don't think we'll earn a lot of money. — We don't have any qualifications so we're unlikely to get this job.
<b>Delivering newspapers</b>	— This work doesn't take up a lot of time. — We'll spend much time walking so we'll be fit and healthy.	— I think this work is rather difficult. You'll have to carry a heavy bag with newspapers. — I can't get up early in the morning and I feel very sleepy.
<b>Errand-running</b>	— There are thousands of small firms, so it'll be easy for us to find a job. — We could learn a lot about the world of business. — We won't have to stay in the office all the time.	— We won't be able to earn much. — We won't be able to work together.

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.

#### Задание 2.7.

#### C4 INTERLOCUTOR CARD Task 2 (3–4 minutes)

You are discussing what to buy for your local youth club. These are your ideas about each option:

	+	-
<b>A TV set</b>	— We could watch different films together and have fun. — We'll be able to keep up-to-date with the news.	— Watching TV is a waste of time because most of the programmes are rather boring. — I'm not sure that we'll be able to agree on what programme to watch.
<b>A computer</b>	— It's very exciting to play computer games. — If we have an Internet connection, we'll be able to find out more about our hobbies.	— We'll be arguing about whose turn it is to play. — Computers are rather expensive and I'm afraid we won't have enough money for it.
<b>A microwave oven</b>	— We often have parties and with a microwave oven it'll be easier for us to prepare food. — We often spend our evenings in the club and we are often hungry. We could bring sandwiches and heat them in the oven.	— We come to the club to have some fun rather than to eat. — We can eat sandwiches without heating if we are hungry.
<b>A music centre</b>	— We all enjoy dancing so everybody will approve of our choice. — Music centres are not very expensive.	— We've got a cassette recorder in our club. — We have no place for dancing.

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.

Задание 2.8.

### C4 INTERLOCUTOR CARD

#### Task 2 (3—4 minutes)

You are discussing which sport to take up. These are your ideas about each option:

	+	—
<b>Jogging</b>	— We have a wonderful park nearby where we can go running. — It's easy: we'll need only a pair of trainers and a track-suit.	— If the weather is bad, jogging is really awful. — I wouldn't call it "a sport". Sport involves exciting competitions whereas jogging is too boring.
<b>Skateboarding</b>	— We can skate in the street or in the park and make a lot of new friends. — We could learn special tricks and take part in street competitions.	— It's dangerous because there is always a possibility of injury. — You need a skateboard, which is rather expensive, and some safety gear as well.
<b>Swimming</b>	— All you need is a swimming costume and perhaps a cap. — We can swim in the river in summer and go to the swimming pool in other seasons. — It's a good exercise for the whole body and you can go swimming when you like and as long as you like. — It's never too late to start learning.	— To tell the truth, I can't swim. — I prefer team sports because they are more exciting.
<b>Basketball</b>	— When you play it, you can make a lot of new friends. — This sport doesn't require any expensive equipment.	— I don't like sports games. You can't always win and it's very upsetting when you lose. — If you want to play basketball well, you need a coach as well as a basketball court and we don't have any basketball clubs nearby.

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.

Задание 2.9.

### C4 INTERLOCUTOR CARD

#### Task 2 (3—4 minutes)

You and your friend are discussing where both of you would like to live in the future. These are your ideas about each option:

	+	—
<b>In a city</b>	— You can visit museums and galleries, cafés and restaurants. — It's easier to find a well-paid job.	— Just think about noise, pollution and traffic jams during rush hours. — Accommodation in big cities is rather expensive.
<b>In the countryside</b>	— The air in the countryside is fresh and there is no pollution. — I'll live in my own house with lots of rooms.	— There is nothing to do in the countryside. You'll soon get bored with such a life-style. — It's difficult to earn money in the country.
<b>In the mountains</b>	— The air and water in the mountains are exceptionally clean. — We will be able to enjoy magnificent mountain views.	— I think it's impossible to find any work in the mountains. — Life in the mountains can be really dangerous because of severe weather conditions.



	+	-
<b>At the sea-side</b>	— The climate is warm and nice there. — We could open a small hotel near the sea. It's not hard to run a private hotel. — There is no pollution at the seaside and we can enjoy a healthy lifestyle.	— We'll need lots of money to open a private hotel. — If we leave our city/town, we'll miss our friends and relatives.

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

#### Задание 2.10.

#### **C4** INTERLOCUTOR CARD

##### Task 2 (3—4 minutes)

You are discussing what film you would like to see in the evening. These are your ideas about each option:

	+	-
<b>A cartoon</b>	— Cartoons are usually funny and amusing. — Modern cartoons are like films with exciting plots and unusual characters. And computer graphics makes them really colourful.	— Cartoons are for little kids. I'm fed up with silly cartoons like 'Tom and Jerry'. — Their plots are rather simple and predictable.

	+	-
<b>A thriller</b>	— Thrillers are never boring and the action in them never stops. — Thrillers are usually full of special effects.	— Thrillers are full of violence and blood. I'm afraid I won't sleep well after watching it. — I have already seen this film.
<b>A love story</b>	— I enjoy films about love because they usually have happy endings. — The actors and actresses are always so beautiful!	— I hate love stories. They are very boring. — I've seen the trailer of this film on the Internet. It's a tragedy about unhappy love.
<b>A detective film</b>	— I enjoy detectives because of their sophisticated story lines. There is always suspense up to the very end. — This one is a psychological film. — The actor who stars in this film is really talented so his acting should be brilliant.	— Most detective films have rather predictable plots. I always understand who the criminal is. — Some detective films are really frightening, aren't they?

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

Задание 2.11.

**C4** INTERLOCUTOR CARD  
Task 2 (3—4 minutes)

You are discussing which way of communication is the best. These are your ideas about each option:

	+	—
<b>face-to-face communication</b>	— I'm not a big fan of new technology. Person to person, over a cup of coffee, with no interruptions — that's the best way of communication for me. — It allows me a deeper level of communication. I can understand in a split second if someone has a problem.	— This way of communication is rather old-fashioned. — Today people are very busy and it's getting more and more difficult to find time for meeting up with your friends.
<b>mobile phone</b>	— Mobile phones allow people to stay in touch all day long. — It's the best way to arrange a meeting or to tell our parents that we are going to be late.	— It's rather difficult to understand what people are trying to tell you if you don't see them. — And if you are angry and you pick up the phone, you can say things that you'll regret.
<b>e-mail</b>	— Well, the great thing about e-mails is that you can choose when — or whether — to answer them. — When you write an e-mail, you can think about what you want to say and get your thoughts in order. — You can carry on surfing the Net or doing your homework while you are waiting for a reply.	— I'm afraid you'll have to wait for a long time until you receive the reply because your friend doesn't know that you've sent your e-mail. — When you write an e-mail, you can't get instant feedback from your friend as, for example, in face-to-face communication.
<b>instant messaging</b>	— First of all, instant messaging is more immediate than e-mail as you don't have to check your inbox for new messages because they appear instantly. — Another advantage is that more than two people at a time can join in a conversation, so it's ideal for, say, making social arrangements among a group of friends.	— The trouble with text messages is that you can't express your thoughts at all. What can you say in a few lines of a text message? — You need a computer and an internet connection to use this way of communication.

Окончание табл.

	+	—
	— If you have a microphone and speakers, you can talk; and if you and your friend have webcams, you can also make a video call, in which you can see as well as hear each other. — Internet calls aren't as expensive as phone calls as internet connection charges are usually cheaper.	

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

Задание 2.12.

**C4** INTERLOCUTOR CARD  
Task 2 (3—4 minutes)

You are discussing what project to make for your English class. These are your ideas about each option:



	+	-
<b>the Grand Canyon</b>	<p>— The Grand Canyon in Arizona is one of the true natural wonders of the world. It makes up most of the Grand Canyon National Park and millions of tourists visit it every year.</p> <p>— The Grand Canyon is very long and deep. It is so deep that the top and the bottom of the canyon have very different weather and vegetation.</p> <p>— Well, there are signs that people lived in the Grand Canyon 4,000 years ago. We could write about these ancient people.</p>	<p>— Our classmates may get bored listening to the story about different plants. We need something extraordinary!</p> <p>— There aren't many publications devoted to the Grand Canyon so I'm afraid we won't be able to find any interesting material about it and ancient people.</p>
<b>Loch Ness</b>	<p>— It is one of the lakes in Scotland, where some people think a large monster lives. This is an exciting mystery. We have a real opportunity to make our own investigation.</p> <p>— The lake itself is very beautiful. I visited it last year and I have wonderful pictures of it.</p>	<p>— I don't think this monster is real. In my opinion, the British people talk about it so much just to make tourists buy their souvenirs.</p> <p>— I don't think we'll find something new and interesting because we may rely only on the information from the Internet and they usually publish old photos and old stories.</p>
<b>Stonehenge</b>	<p>— It is also one of the most famous and mysterious archaeological sites of Great Britain but unlike the Loch Ness monster, it's real.</p> <p>— I'm sure it will be easy to find lots of interesting information about this place on the Internet.</p>	<p>— But it's only a group of huge stones. What can be interesting there?</p> <p>— I think all our classmates know about Stonehenge so they might get bored with our project.</p> <p>— There was a project on Stonehenge last year, wasn't there?</p>
<b>Uluru</b>	<p>— Uluru is notable for changing colour as the different light strikes it at different times of the day and year. The most remarkable sight is at sunset when it briefly glows red.</p> <p>— Uluru has long been a sacred site for Aboriginal people because they believe that it is hollow and there is an energy source there.</p> <p>— I have lots of beautiful pictures of Uluru and there are lots of articles about the structure of this monolith.</p> <p>— I'm sure that our classmates know nothing about it.</p>	<p>— I've never heard about this place and I don't think it is worth writing about.</p> <p>— Uluru is not a well-known place so it will be difficult to find any interesting information about it.</p>

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 she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/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.**

**Схемы оценивания выполнения заданий раздела «Говорение» (С3, С4)**  
(максимум 20 баллов)

Баллы	Решение коммуникативной задачи (содержание)		Взаимодействие с собеседником		Лексическое оформление речи	Грамматическое оформление речи	Произношение
	K6 (C3)	K6 (C4)	K7 (C3)	K7 (C4)			
<b>3</b>	<b>Задание полностью выполнено:</b> цель общения успешно достигнута, тема раскрыта в заданном объеме, социокультурные знания использованы в соответствии с ситуацией общения.		<b>Демонстрирует способность вести беседу:</b> начинает, и при необходимости поддерживает ее с собеседником, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя.		<b>К8 (C4)</b> Демонстрирует словарный запас, адекватный поставленной задаче.	<b>К9 (C4)</b> Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок.	<b>К10 (C4)</b> —
<b>2</b>	<b>Задание выполнено:</b> цель общения достигнута, однако тема раскрыта не в полном объеме, в основном социокультурные знания использованы в соответствии с ситуацией общения.		<b>В целом демонстрирует способность вести беседу:</b> начинает, при необходимости, и в большинстве случаев поддерживает ее с собеседником, проявляет инициативу при смене темы, не всегда восстанавливает беседу в случае сбоя.		<b>К8 (C4)</b> Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдаются затруднения при подборе слов	<b>К9 (C4)</b> 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 произносятся правильно.

<b>1</b>	<b>Задание выполнено частично:</b> цель общения достигнута не полностью, тема раскрыта в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией общения.	<b>Демонстрирует наличие проблемы в понимании собеседника.</b> <b>Демонстрирует несвязно 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.	и отдельные неточности в их употреблении.	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 произносятся правильно; интонационный рисунок в основном правильный.
<b>0</b>	<b>Задание не выполнено:</b> цель общения не достигнута.	<b>Не может поддерживать беседу.</b>	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 произнесения многих звуков.

**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.



**Перечень элементов содержания, проверяемых  
на едином государственном экзамене  
по английскому языку**

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

**ЛИТЕРАТУРА**

При подготовке данного пособия были использованы следующие издания:

- America in Close-Up. — Longmann, 1996.
- Clare Lavery. Focus on Britain Today. — Macmillan, 1999.
- Malcolm Mann, Steve Taylore Knowles. Laser FCE. — Macmillan, 2004.
- Michael Harris, David Mower, Anna Sikorzynska. Opportunities. — Pearson Education Limited, 2006.
- Michael Vauhan-Rees, Peter Bystrom, Steve Bateman. In Britain. — Обнинск: Титул, 1997.
- Steve Taylore Knowles. Laser Pre-FCE. — Macmillan, 2004.
- Английский язык нового тысячелетия. Учебник английского языка для 10–11 классов общеобразовательной школы. / О.Л. Гроза и др. — Обнинск: Титул, 2003.
- Демоверсии ЕГЭ по английскому языку. — [www.fipi.ru](http://www.fipi.ru).
- Единый государственный экзамен: контрольно-измерительные материалы: английский язык. — М.: Просвещение, 2005.
- Единый государственный экзамен: контрольно-измерительные материалы: английский язык. — М.: Просвещение, 2006.
- Кисунько Е.И., Музланова Е.С. Английский язык. Все устные темы для подготовки к выпускному экзамену и ЕГЭ: 11 класс. — М.: АСТ: Астрель, 2006.
- Музланова Е.С., Кисунько Е.И. Английский язык: Экспресс-репетитор для подготовки к ЕГЭ: «Говорение». — М.: АСТ: Астрель, 2008.

**СОДЕРЖАНИЕ**

Предисловие .....	3
Задание № 1 (C3) .....	4
Задание № 2 (C4) .....	16
Схемы оценивания выполнения заданий раздела «Говорение» (C3, C4) .....	44
Перечень элементов содержания, проверяемых на едином государственном экзамене по английскому языку. ....	46
Литература. ....	47

*Тесты*

Музланова Елена Сергеевна

## АНГЛИЙСКИЙ ЯЗЫК

100 УЧЕБНО-ТРЕНИРОВОЧНЫХ ЗАДАНИЙ  
ДЛЯ ПОДГОТОВКИ К ЕГЭ

### «ГОВОРЕНИЕ»

*Редакция «Образовательные проекты»*

Ответственный редактор *Н.М. Тимакова*  
Художественный редактор *Т.Н. Войткевич*  
Технический редактор *А.Л. Шелудченко*  
Корректор *И.Н. Мокина*

Оригинал-макет подготовлен ООО «БЕТА-Фрейм»

Общероссийский классификатор продукции  
ОК-005-93, том 2; 953005 — литература учебная

Санитарно-эпидемиологическое заключение  
№ 77.99.60.953.Д.014255.12.08 от 23.12.2008 г.

ООО «Издательство Астрель»

129085, Москва, пр-д Ольминского, д. 3а

ООО «Издательство АСТ»

141100, РФ, Московская обл., г. Щёлково, ул. Заречная, д. 96

Наши электронные адреса: [www.ast.ru](http://www.ast.ru)

E-mail: [astpub@aha.ru](mailto:astpub@aha.ru)

ОАО «Владимирская книжная типография»

600000, г. Владимир, Октябрьский проспект, д. 7.

Качество печати соответствует качеству предоставленных диапозитивов

По вопросам приобретения книг обращаться по адресу:

129085, Москва, Звёздный бульвар, д. 21, 7-й этаж

Отдел реализации учебной литературы издательской группы «АСТ»

Справки по телефонам: (495) 615-53-10, 232-17-04