

TASK 1 LISTENING

You will hear part of a radio programme about a film festival to be held in Springfield. For questions 1-12, choose the best answer A, B or C.

You now have forty-five seconds to look through the task. You will hear the recording twice.

1. Springfield Film Festival starts on the
 - A. fourth of January.
 - B. twenty-fifth of January.
 - C. fourteenth of January.

2. The winter of 2001 was the time when
 - A. Springfield Film Festival was first held.
 - B. documentary films were shown at the festival.
 - C. special events were held at the festival.

3. For the first time this year the festival offers its viewers
 - A. documentaries.
 - B. films for children.
 - C. films for children and documentaries.

4. Traditionally Springfield Film Festival has been
 - A. national.
 - B. regional.
 - C. international.

5. For whom has Springfield Festival been a good place to become known?
 - A. For actors only.
 - B. For actors and producers.
 - C. For producers only.

6. The festival committee have decided to show the films from
 - A. China and Japan.
 - B. Japan and South America.
 - C. China, Japan and South America.

7. During the festival the films will be shown at
 - A. different places.
 - B. one place only.
 - C. two places.

8. It has already been decided that a big concert hall will hold
 - A. the first show.
 - B. the opening ceremony.
 - C. shows for children.

9. In the Odeon Theatre films for children will be shown
 A. in the Orange Hall.
 B. in the Red Hall.
 C. in the Green Hall.
10. The festival programme will be published
 A. in Art Today only.
 B. on the website only.
 C. both in Art Today and on the website.
11. The detailed festival programme
 A. is already finalized.
 B. will soon be finalized.
 C. is finalized but not made public.
12. A completely new thing which the festival offers this year is
 A. an awards ceremony.
 B. the nomination of the best short film.
 C. a weekly magazine.

TASK 2 LISTENING

You will hear four people talking about interviews they have had for job vacancies. For questions 1-4 choose from the list A-F what each speaker says. Use each letter only once. There are two extra letters which you do not need to use.

You now have thirty seconds to look through the task. You will hear the recording twice.

Which speaker

- A. was offered a job?
- B. missed the interview?
- C. went to the wrong street?
- D. wasn't on the list?
- E. was mistaken for someone else?
- F. felt bored at the interview?

- | | | | | | | |
|--------------|---|---|---|---|---|---|
| 1. Speaker 1 | A | B | C | D | E | F |
| 2. Speaker 2 | A | B | C | D | E | F |
| 3. Speaker 3 | A | B | C | D | E | F |
| 4. Speaker 4 | A | B | C | D | E | F |

TASK 3 READING

You are going to read an article about the Olympic Games for the disabled. Six sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (1-6). There are two extra sentences which you do not need to use.

Olympics for the disabled

The International Olympic Committee supports two important organisations that work with the disabled. Special Olympics is for people with a mental handicap and Paralympics is for people with some kind of physical disability. Some fifty years ago neither of them existed. (1) _____. These events have proved that sport belongs to everyone!

Skill, courage, sharing and joy - that's what Special Olympics is about. It is an international organisation which offers trainings and organises competitions all year round for mentally handicapped children. (2) _____. Special Olympics were started by Eunice Kennedy Shriver, a member of America's famous Kennedy family. In 1963 she held a summer camp for one hundred mentally handicapped children at her home in Maryland. The camp was an enormous success and set an example to others too. (3) _____. One thousand sportsmen from twenty-six American states and Canada competed in athletics and swimming events. But Special Olympics doesn't just focus on big international events, such as the Olympic Games. (4) _____. In fact, since 1968 over three million children and adults from more than 150 countries have taken part in various Special Olympics events. The organisation is supported by politicians, sportsmen, movie actors and rock stars all over the world. (5) _____.

The Paralympics, which consists of sports events for athletes with physical disabilities, are held immediately after the summer and winter Olympic Games. They were first held in Rome in 1960 and, at that time, only people with spinal injuries took part. (6) _____. As well as athletics, Paralympic competitions include basketball, tennis, judo, volleyball, table tennis and many more. The sports may be played with special rules. For example, goal-ball is a sport for visually impaired people and is played with a ball which contains a bell.

- A. Then, in July 1968, the first International Special Olympics took place in Chicago.
- B. Today, they are both hugely successful and have proved something very important to the world.
- C. It runs training sessions and competitions for mentally disabled adults as well.
- D. Now, though, athletes with other physical disabilities also compete.
- E. Its work continues in the period between Olympic Games as well.
- F. And this remains the only kind of sport played by special rules.
- G. Their involvement helps Special Olympics to remain a well-known sports organisation.
- H. This competition has so far not attracted any participants.

TASK 4 READING / LANGUAGE IN USE

Read the text below. Use the word given in brackets to form a word that fits the space. One example is given.

New ways to make paper

It is common knowledge (0. KNOW) that paper is made from wood, but there are other, rather unusual, (1. PRODUCE) that can be used to manufacture paper. Using wood is not environmentally (2. FRIEND). To bring about a (3. REDUCE) in the number of trees cut down, old paper can be recycled and new paper can be used less (4. WASTE). A third way is to make paper from beans, wheat and other foodstuffs, even old tea leaves, which are easily (5. RENEW). The problem is that this paper does not have the (6. SMOOTH) necessary for printing, but it is good enough for wrapping. Unfortunately, such paper is expensive but as consumer (7. AWARE) increases, it is clear that the price, as well as the worldwide (8. CONSUME) of wood paper, should come down.

TASK 5 READING

Read the text. Then read the statements (1-8) which follow and say whether the statements are true or false. Put a cross (X) in the appropriate box. Then, next to it write the number of the paragraph where you found the necessary information. One example is given.

Jules Verne's Vision of Modern Life

1. Horse-drawn carriages clattered on the streets outside Jules Verne's Paris apartment, but it was quiet inside. There was no telephone and no radio; they had yet to be invented. The year was 1863. Soldiers were fighting in the Civil War across the Atlantic. Workers were digging London's first underground railway line. And in Paris, the man who would become the best-selling French author of all time was imagining a bleak future. The only thing Verne could not have predicted was that a book he had written, but which was rejected by the publisher, would wait 131 years until 1994 to be published.
2. The book's hero lived nearly a century in the future, in the year 1960. Technology had replaced the culture of the 1800s. Elevators carried people up and down the buildings. Neon lights, unknown in 1863, illuminated Paris avenues. Concerts were performed in 10,000-seat auditoriums using electric amplifiers. 'Of the innumerable cars that passed along the paved roads, most moved without horses,' Verne wrote, 25 years before the first prototype of an automobile was built. His heroes, though, 'No longer stood in admiration of these marvels. They were not any happier because of their faster pace. One could feel the devil of money pushing them forward'.
3. When Verne's editor read the manuscript he was not impressed. 'My dear Verne,' he wrote, 'You have undertaken an impossible task – as do all those like you who can see the future. But you have not succeeded. I was expecting something better. I would consider it a disaster for your name to be associated with this work.' And he added, 'It is 100 steps below *Five Weeks in a Balloon*,' referring to Verne's first success, which had appeared the same year. After this criticism, the respectful author locked the manuscript and its dark vision of the future in the safe.
4. The safe remained in Verne's family after his death. Remarkably, no one tried to find the manuscript though it was officially listed among his unpublished works. But the author's great-grandson remembered that safe well. 'It was an obsession of my childhood. I spent many long afternoons trying to open it. The safe represented for me an unsolvable mystery.' Finally, in 1989, using a blowtorch, he opened the safe. Inside were a few Russian bonds, an unfinished play and an unedited manuscript entitled *Paris in the Twentieth Century*. The manuscript's authenticity was confirmed by experts, and soon the 218-page book was published in France.
5. Nevertheless, this sad and nightmarish vision of the twentieth century came as a shock to many readers. In spite of all the technical wonders that Verne imagined, and in fact largely because of them, Verne's Paris of 1960 is a depressing place. Pollution is as thick as the London fog used to be, the countryside has disappeared, traffic jams clog the streets, tall buildings spoil the Paris skyline and offices are protected by security alarms.
6. Simone Verne, a literature professor, argues that the author's great gift was not in foretelling the future, but in following scientific advances through to a logical conclusion. 'The lost novel shows clearly that Verne's genius was not to have anticipated technological progress, but to foresee its harmful consequences for human beings. Now that we have walked on the moon and surpassed most of his inventions, it's time to take this into account. A world where money and technology rule is not, as we know, the best place to live'.

		True	False	Paragraph No
Ex.	In 1863 neon lights did not exist.	X		2
1.	The editor was disappointed when he first read Verne's manuscript.			
2.	Jules Verne and Simone Verne lived in the same period.			
3.	By 1863 the first automobile had already been constructed.			
4.	When Jules Verne was writing the book he knew that it would take a long time to publish it.			
5.	When Verne's novel came out, the readers got unpleasantly surprised.			
6.	Jules Verne accepted the editor's judgment.			
7.	Experts knew about the existence of the manuscript before it was officially published.			
8.	When Verne's grandson was small he was not interested in his grandfather's safe.			

TASK 7 CORRECTION OF MISTAKES

In the letter below some lines are correct, but some have a mistake in them. Read each line (1-12) carefully and if you find a mistake in it, write the correct form at the end of the same line and, next to it indicate the type of the mistake. If the line has no mistake, put a tick (✓) at the end of the line. Two examples are given.

For indicating the type of a mistake use the abbreviations given on the next page.

	Corrected Form	type of a mistake
Hi Dad,		
Greetings from London! I can't believe I'm here. The trip from Tbilisi was long and boring but I made it. My only accommodation is nice and in a good location. I'm staying in a small guesthouse in the centre of London. My room overlook Green Park. It's really exciting! The weather is amazing, it's warm and sunny, with a clearly blue sky. It's very good for sightseeing, because there is such large variety of different things to see. On Sunday I'm taking a train to Brighton which is in the south. I've heard it's a fantastic place and I really want to see it. Tomorrow I want to go to Covent Garden. I am looking forward to see the street musicians as well as an old market there. I'm really also curious to try some traditional food – especially fish and chips and mince pie – very British and different, as they say. Yesterday I went at Piccadilly Circus and I was surprised to see how small it was! I expect something bigger and more impressive. I have already done some shopping and I promise to bring you and mum some souvenirs.	0) <u> ✓ </u> 0) <u> only </u> 1) <u> </u> 2) <u> </u> 3) <u> </u> 4) <u> </u> 5) <u> </u> 6) <u> </u> 7) <u> </u> 8) <u> </u> 9) <u> </u> 10) <u> </u> 11) <u> </u> 12) <u> </u>	<u> </u> <u> Ex.w. </u> <u> </u>
See you next month.		
Irakli		

შეცდომების ტიპები	განმარტებები და მაგალითები
Ord.	Wrong sentence order: წინადადებას აქვს არასწორი წყობა. <i>I met him yesterday</i> -ის ნაცვლად მოცემულია: <i>Him I met yesterday.</i>
W. miss	Word missing: სიტყვაა გამოტოვებული. <i>He decided <u>to</u> read the letter</i> -ის ნაცვლად მოცემულია: <i>He decided read the letter.</i> an: <i>This is <u>an</u> interesting story</i> -ის ნაცვლად მოცემულია: <i>This is interesting story.</i>
Ex. W	Exrta word: სიტყვაა ზედმეტი. <i>If you are interested in this</i> -ის ნაცვლად მოცემულია: <i>If you are <u>be</u> interested in this.</i>
Tense	Wrong tense: არასწორია გრამატიკული დრო. <i>I <u>have seen</u> her twice this week</i> -ის ნაცვლად მოცემულია: <i>I <u>saw</u> her twice this week.</i>
Mood	Wrong mood: არასწორია კილო. <i>If he did this job he would be paid well.</i> -ის ნაცვლად მოცემულია: <i>If he does this job, he would be paid well.</i>
Voice	Wrong voice: არასწორია გვარი. <i>The building <u>was repaired</u> last year.</i> -ის ნაცვლად მოცემულია: <i>The building <u>repaired</u> last year.</i>
Agr.	Wrong noun-verb agreement. Or any other kind of agreement in person and number: არასწორია შეთანხმება სახელსა და ზმნას შორის ან ნებისმიერი სხვა სახის შეუთანხმებლობა პირსა და რიცხვში. <i>Tennis and swimming <u>are</u> his favourite sports.</i> -ის ნაცვლად მოცემულია: <i>Tennis and swimming <u>is</u> his favourite sport.</i> an: <i><u>These are</u> our children.</i> - is nacvlad mocemulia: <i><u>This are</u> our children.</i>
Prep.	Wrong preposition: არასწორია წინდებული. <i>I look forward <u>to</u> seeing you.</i> -ის ნაცვლად მოცემულია: <i>I look forward <u>for</u> seeing you.</i>
Art.	Wrong article: შეცდომაა არტიკლის გამოყენებაში. <i>This is <u>the</u> house we want to buy.</i> -ის ნაცვლად: <i>This is <u>a</u> house we want to buy.</i>
Adj.	An adjective used instead of an adverb or an adverb used instead of an adjective: ზედსართვი გამოყენებულია ზმნიზედის ნაცვლად ან ზმნიზედა გამოყენებულია ზედსართვის ნაცვლად. <i>He is <u>smart</u> enough.</i> -ის ნაცვლად მოცემულია: <i>He is <u>smartly</u> enough.</i> an: <i>He speaks English <u>fluently</u>.</i> -is nacvlad: <i>He speaks English <u>fluent</u>.</i>
Degr.	Wrong degree of an adjective or of an adverb: გამოყენებულია ზმნიზედის ან ზედსართვის არასწორი ხარისხი. <i>He is the <u>most</u> talanted actor I've ever seen.</i> -ის ნაცვლად მოცემულია: <i>He is the <u>more</u> talanted actor I've ever seen</i> ან: <i>He speaks English <u>better</u> than Ann.</i> -ის ნაცვლად: <i>He speaks English <u>well</u> than Ann.</i>
Pron.	Wrong pronoun: არასწორია ნაცვალსახელი. <i>I met Tina and Nick and wished <u>them</u> a happy marriage.</i> -ის ნაცვლად მოცემულია: <i>I met Tina and Nick and wished <u>him</u> a happy marriage.</i>
Mod.	Wrong modal verb: არასწორია მოდალური ზმნა. <i>Yesterday was Sunday, so it <u>must</u> be Monday today.</i> -ის ნაცვლად მოცემულია: <i>Yesterday was Sunday, so it <u>may</u> be Monday today.</i>
VF	Wrong verb form (incorrect use of infinitive, gerund or participle): არასწორია ზმნის ფორმა (შეცდომაა ინფინიტივის, გერუნდივის ან მიძღვობის გამოყენებაში). <i>He enjoys <u>watching</u> soap operas</i> -ის ნაცვლად მოცემულია: <i>He enjoys <u>to watch</u> soap operas.</i>

TASK 8 PRONUNCIATION

For each group of words circle the word which has a stress on the first syllable.

- | | | |
|-------------------|---------------|----------------|
| 1. A. certify | B. discovery | C. shampoo |
| 2. A. equipment | B. electrical | C. attitude |
| 3. A. concentrate | B. behavior | C. expenditure |
| 4. A. blackberry | B. reaction | C. utility |
| 5. A. preserve | B. parallel | C. presumably |
| 6. A. extension | B. extreme | C. congressman |
| 7. A. biology | B. familiar | C. bulldog |
| 8. A. ironical | B. ironing | C. irrelevant |
| 9. A. precaution | B. strategy | C. phonology |
| 10. A. urgent | B. additional | C. advanced |

TASK 9 PRACTICAL METHODOLOGY

Match the Reading activities (1-5) with the corresponding Reading subskills (A, B, C). Some Reading subskill can be used more than once.

Reading activity	Reading subskill
1. You bought a washing machine and are reading the instructions.	
2. You are meeting a friend at the station and are going through the timetable to find the number of the platform the train is going to arrive.	A. Detailed reading
3. You are preparing a presentation on the life and work of a well-known writer. You are getting acquainted with the necessary information in the Encyclopedia.	B. Selective reading
4. You are reading a text which is very difficult for you to understand, but with the help of the key words you still follow the contents.	C. Reading for gist
5. Your son wants to continue his studies in one of the universities abroad; you and him together are reading the university enrolment rules.	

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4	
5	

TASK 10**PRACTICAL METHODOLOGY**

Match the types of a mistake (1-3) with the description of a mistake (A-E). Two descriptions are extra.

Type of a mistake	Description of a mistake
1. Lexical mistake 2. Morphological mistake 3. Syntactic mistake	A. While writing, you wrongly arranged the words. B. While writing, you focused on sounds and wrote exactly as you heard. C. While writing, you could not differentiate between formal and informal styles. D. While writing, you incorrectly used tense of the verb and the verb form. E. While writing, you used the words which did not exactly match the context.

1	
2	
3	

TASK 11 PRACTICAL METHODOLOGY

Match the classroom activities (1-6) with the aims (A-D). Some aims can be used more than once.

Classroom activities	Aim
<p>1. On the first day of the academic year a teacher tells students to write a big test on language competence in general.</p> <p>2. The class has completed one unit of a textbook in which the conditionals were taught. The teacher quite unexpectedly tells students to write a test on this.</p> <p>3. The class has finished one unit of a textbook in which the passive voice was practised. The teacher tells students that they will write a test on this next week.</p> <p>4. In the end of the semester a teacher asks students to write a test which has a lot of various questions.</p> <p>5. In the end of the semester a teacher asks students to remember and write down what they have learnt in this semester.</p> <p>6. During the speaking activity a teacher writes down students' typical mistakes and makes notes how to deal with them.</p>	<p>A. This activity is good for students' self-assessment.</p> <p>B. This activity shows students' progress.</p> <p>C. This activity helps the teacher to plan future work better.</p> <p>D. This activity stimulates students to revise already learnt material.</p>

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6	

TASK 12

PRACTICAL METHODOLOGY

12.1 One of the main aims of an English lesson is to develop students' speaking skills in real-life situations. Teachers mostly use simulations to develop their students' speaking skills, though real-life situations are quite possible to create.

Out of the activities listed below which ones are good for practising communication skills in real-life, authentic situations. Mark the correct answer (A-D).

1. Last Sunday the class went on an excursion. At the first lesson after the excursion the teacher asked the students to speak about their impressions.
2. A teacher divides the class into small groups and gives them the following instruction: 'Imagine that you are going to stay on an isolated island for three weeks. Work in small groups and decide what you would take with you there.'
3. A new year is coming and the class wants go organise a New Year celebration. The teacher asks students to express their ideas about how the celebration may be organised. The teacher writes students' ideas on the blackboard.
4. A teacher divides the class into pairs and gives them the cards which say: 'You are travelling in a car in which a driver does not wear a seat belt. The police stops the car. Act out a dialogue between the driver and the policeman.'

- | | |
|------------|------------|
| A. 1 and 4 | C. 2 and 3 |
| B. 1 and 3 | D. 2 and 4 |

12.2 Which tasks are productive? Mark the correct answer (A-D).

1. Tell the story of the Red Riding Hood from the hunter's perspective.
2. Write the biography of some famous personality.
3. Fill in the texts with the sentences given below.
4. Listen to a dialogue and fill in the gaps with the words.

- | | |
|------------|------------|
| A. 1 and 2 | C. 3 and 4 |
| B. 2 and 3 | D. 1 and 4 |

12.3 From the aims below (A-D) which one corresponds to the given activity?

Activity

A teacher divides the class into pairs and gives each pair two copies (A and B) of one and the same text, but with different deleted words. A pair sits with their backs and dictates each other the deleted words. In the end students compare their texts. Then they write out and analyse their own mistakes.

Aims

- A. This activity is good for revising the newly taught grammar.
- B. This activity develops students' speaking skill.
- C. This activity develops students' self-assessment skill.
- D. This activity develops students' critical thinking skill.

12.4 From the aims below (A-D) which one corresponds to the given activity?

Activity

A teacher asks students to write on the poster those words and idioms in which they often make mistakes. Then students put the posters on the walls.

Aims

- A. This activity helps students to correctly place the words and idioms in a sentence.
- B. This activity develops the skill for self-assessment as, if a student makes a mistake, a teacher can always indicate to the relevant poster.
- C. This activity helps students to develop their creative writing skill.
- D. This activity helps students to build up a dialogue.

12.5 From the aims below (A-D) which one does not correspond to the given activity?

Activity

A teacher writes on the blackboard the sentence 'What kind of novel do you like to read most?' She also writes three possible answers to this question (e.g. detectives, adventures, love-stories). Students raise their hands and name their favourite kind of a novel.

Aims

- A. This activity helps students to formulate their position.
- B. This activity may be used in future for dividing the class into small groups.
- C. By means of this activity a teacher learns her students' opinions.
- D. This activity helps students to develop their debating skills.

12.6 What is not practised by means of the activity given below? Mark the correct answer (A-D).

Activity

A teacher tells students to play the game 'pack the suitcase'. The procedure is the following: The first student says: 'In the suitcase I'm putting a white shirt'. The next student says: 'In the suitcase I am putting a white shirt and a yellow jacket'. The third student continues and says: 'In the suitcase I am putting a white shirt, a yellow jacket and a',

Each student repeats what has been said by a previous one and adds one object. Whoever makes a mistake drops out. The winner is the person who lists all the things without a mistake. The game should be played quite quickly.

- A. Students repeat or learn the vocabulary connected to a certain topic.
- B. Students practice the correct use of certain intonation patterns.
- C. This activity develops communication skills.
- D. By means of this activity students develop careful listening and remembering skills.

12.7 From the aims below (A-D) which one does not correspond to the given activity?

Activity

A teacher gives her class the cards in which some words are omitted. Students listen to the recording, in which people tell about the things they bought last week. Students fill in the gaps according to the information they hear. Two samples of the cards are given below.

Card A / John Muller	
Object:	refrigerator
Price:	_____
Made in:	Italy
Date:	_____

Card B / Martha Johnson	
Object:	_____
Price:	120 EUROS
Made in:	_____
Date:	last Saturday

Aims

- A. By means of this activity students learn to arrange words into different groups of verbs, nouns and adjectives.
- B. This activity helps students to understand and write down appropriate words.
- C. This activity develops selective listening skill, also the skill of note-taking.
- D. This activity helps students to understand different pronunciations/ accents.

TASK 13

Read a part of a lesson in which a student tells the class about the excursion. The teacher corrects the mistakes. Pay attention that in the first case (1) the teacher indicates the mistake indirectly; in the second case (2) - by means of miming, and in the third case (3) - the teacher indicates the mistake directly. Explain why the teacher does so - what aim does she have in each case.

Student: I was on an excursion to Mtskheta on Sunday and then I go to the mountains.

Teacher: Where did you go? (1)

Student: Then I go to the mountains.

Teacher shakes her head. (2)

Student: Then ... (looks at the teacher with surprise).

Teacher: Then I went to the mountains. (3)

Student: Aaa. Then I went, yes, then we went to the mountains.

1. _____

2. _____

3. _____

TASK 14

A teacher tells the 12th grade students to write an essay 'My town or village'. Then she gives the students the marking scheme and asks them to mark each others' essays. What are the positive and the negative sides of this task? Write two arguments for each.

Positive sides

1. _____

2. _____

Negative sides

1. _____

2. _____

KEY to English Teachers' Test / 2011

LANGUAGE

Task 1 Listening: 1.B 2.A 3.C 4.A 5.B 6.C 7.A 8.B 9.A 10.C 11. B 12.B

Task 2 Listening: 1.B 2.E 3.A 4.D

Task 3 Reading : 1.B 2.C 3.A 4.E 5.G 6.D

Task 4 Reading/Language in use: 1.products 2.friendly 3.reduction 4.wastefully
5.renewable 6.smoothness 7.awareness 8.consumption

Task 5 Reading: 1.T/3 2. F/6 3. F/2 4. F/1 5. T/ 5 6. T/3 7. T/4 8. F/4

METHODOLOGY

Task 7: 1. ✓ 2. overlooks / Tense or Agr. 3. clear /Adj. 4. a /W. miss. or Art. 5. ✓
6. ✓ 7. seeing/VF 8. (really/also) / W. Ord. or Extra word 9. ✓ 10.to / Prep.
11.expected/Tense 12. ✓

Task 8: Stress: 1.A 2.C 3.A 4. A 5.B 6.C 7.C 8. B 9.B 10. A

Task 9: 1. A 2. B 3.A 4.C 5.A

Task 10: 1. E 2. D 3. A

Task 11: 1.C 2.B 3.D 4.B 5.A 6.C

Task 12.1: B

Task 12.2: A

Task 12.3: C

Task 12.4: B

Task 12.5: D

Task 12.6: C

Task 12.7: A

Task 13: maximum score 3.

1. By means of the indirect correction the teacher wants to elicit the correct verb form; makes a student brainstorm the answer.
2. By shaking the head, the teacher wants to indicate that the student has made a mistake and therefore, leads him/her to self-correction.
3. By means of the direct correction the teacher straightforwardly indicates the mistake and saves time.

Any other logical answer.

Task 14: Maximum score 4

Positive sides:

- The student learns how to use the marking scheme.
- The student realizes/analyses the mistakes which he has 'discovered'.
- The student is more careful in future and considers the marking scheme requirements.
- Any other logical answer.

Negative sides:

- This kind of correction (marking) may take a long time.
- The student does not have enough knowledge to 'discover' all the mistakes.
- Assessment may be subjective.
- Any other logical answer.

SCRIPTS

Listening task 1

Announcer: One of the most exciting events this winter is a film festival to be held in Springfield. We have invited John Bramwell, one of the members of the festival committee to tell us about it. John, as far as I know, the festival takes place from **January 25th** (1) to February 4th. Is that right?

J.B.: Yes, these dates are confirmed already. Well, this is our 11th year. You probably remember the **first Springfield Film Festival (2)** organised in winter 2001, and we've traditionally focused on showing feature films and short films. But this year is special. This is the first time the festival committee have decided to offer our audiences **documentary films as well as films for children (3)**. Children's film shows will be accompanied by special events, such as young writers' competition, and there'll be some kids' sporting events.

Announcer: Sounds interesting. Your festival is traditionally national. In fact, I think Springfield has always been the biggest **national (4)** film festival in the country. Is this still true?

J.B.: Yes indeed. We are the biggest. And I think the secret of our success has actually been that the festival has given many local **actors and producers (5)** the chance to promote themselves and share experiences. But this year the committee have decided to make it an international event and we'll be having a fantastic mixture of films being shown. We've already accepted some **Japanese, South American and Chinese films (6)** and we're expecting more countries to apply.

Announcer: So, where will the festival take place this time?

J.B.: Not at the same place as before actually. We'll be organising film shows in the **three halls** at the Odeon, and **also at various cinemas and youth clubs (7)**. Currently our team is working hard on the detailed programme, which is only partially ready. It's not so easy, you understand. What I can say for sure is that **the opening ceremony (8)** will be held at the Grands – which, as you know, is the biggest concert hall in town. We've also decided that films for children will be shown in the **Orange Hall (9)** of the Odeon theatre. The Odeon has Red, Green and Orange Halls and all of them will be used during the festival.

Announcer: You mentioned the detailed programme. When, and how, can people who are interested get it?

J.B.: We're **publishing the programme in 'Art Today' – that's a weekly magazine (10)**. And we will of course be putting all the information, including the programme, on our website. We're still receiving applications and selecting the films to be shown. To be optimistic, we hope to have the detailed programme ready **in two weeks' time (11)**.

Announcer: I've heard that, as a surprise, you are planning to have a Viewers' Prize as well. Is that right?

J.B.: That's right. One of the novelties this year is a special prize, awarded by the viewers, for the **best short film (12)**. Viewers will be invited to nominate their favourite short film. And of course we're planning to make the awards ceremony a special event. This has actually always been a special event, hasn't it?

Announcer: Sounds great! Thank you.

Listening task 2

Speaker 1

I got to the interview just as they were shutting the doors. At first the guard didn't want to let me in the building and I had to explain how I'd lost my way and went to the wrong building. Anyway he finally let me in and then the receptionist asked me to wait. She was talking on the phone for ages. She must have made a dozen calls one after the other. In the end, I asked her why she wouldn't let me into the room. And you know what she said? **She said that the people who were supposed to interview me were all gone!!**

Speaker 2

I got there in good time. You know what it's like at interviews. Better an hour early than even a few seconds late. And you know how nervous you feel. Anyway they showed me into this room and there were all these people and I thought half the country must be trying to get this job. By six o'clock I was the only one left and a man calling out the names asked me: 'Johnson?' 'No' I said. **'My name's Henderson'. 'Oh yes, of course', he said, 'We have already interviewed Johnson.** Please come in'.

Speaker 3

I was very nervous. I didn't sleep properly at night and I couldn't even drink my coffee in the morning. Then the bus was late. When I got there at last I still had to wait for half an hour before they called me. I was shaking like a leaf. Then, suddenly halfway through the interview, the woman who was interviewing me said: **'I don't want to see anyone else today. You're the person we need** and I'll tell the others they can go'. I couldn't believe my ears. Now I can't understand why I was so nervous.

Speaker 4

Interviews don't worry me the way they do some people. Frankly, I didn't care if I didn't get the job. I really wanted to see how well I'd do. I arrived in fairly good time – not too early - and joined the others in the waiting room. Hours went by, and finally I was the only one left. Then a man appeared holding the names of the interviewees. 'Oh', he said 'And who are you?' 'Lavington', I said, 'Martin Lavington'. **'But there is no Lavington here', he said, 'Perhaps you've come to the wrong interview'.**