

Государственное бюджетное общеобразовательное учреждение Самарской области средняя общеобразовательная школа № 2 с. Приволжье муниципального района Приволжский Самарской области

Демонстрационный материал для проведения промежуточной аттестации по английскому языку в 9 классе в форме диагностической контрольной работы.

1. Назначение контрольной работы

Проведение мониторинга учебных достижений обучающихся, установление уровня освоения обучающимися Федерального компонента государственного образовательного стандарта основного общего (или среднего общего) образования.

Форма проведения: контрольная работа

Время на выполнение заданий: Продолжительность работы - 50 минут.

2. Документы, определяющие содержание экзаменационной работы

1. Федеральный Закон «Об образовании в Российской Федерации» (от 29.12. 2012 № 273-ФЗ);
2. Федеральный государственный образовательный стандарт (ФГОС) и примерная программа основного общего образования по иностранному языку;
3. Примерная основная образовательная программа основного общего образования (одобрена федеральным учебно-методическим объединением по общему образованию, протокол заседания от 08.04.2015 № 1/15).
4. Требования к уровню подготовки выпускников средней (основной) школы.
5. Авторская программа В.П. Кузовлев, Н.М. Лапа, Э.Ш. Перегудова и др. «Английский язык» Программы общеобразовательных учреждений, 5-9 классы, М.: «Просвещение», 2011г.- 80с., и обеспечено УМК для 5-9 классов авторов Кузовлева В.П., Перегудовой Э.Ш., Пастуховой С.А., Стрельниковой О.В. и др.

3. Подходы к отбору содержания, разработке структуры контрольной работы

Целью контрольной работы по иностранному языку является определение уровня иноязычной коммуникативной компетенции экзаменуемого. Основное внимание при этом уделяется речевой компетенции, т.е. коммуникативным умениям в разных видах речевой деятельности: аудировании, чтении, письме, а также языковой компетенции, т.е. языковым знаниям и навыкам. Социокультурные знания и умения проверяются опосредованно в разделах «Аудирование», «Чтение» и являются одним из объектов измерения в разделе «Письмо»; компенсаторные умения проверяются опосредованно в разделе «Письмо».

Следовательно, контрольная работа по иностранным языкам содержит разделы «Аудирование», «Чтение», «Грамматика и лексика» и «Письмо». При этом следует иметь в виду, что, хотя разделы «Аудирование», «Чтение» и «Письмо» имеют в качестве объектов контроля умения в соответствующих видах речевой деятельности, эти умения обеспечиваются необходимым уровнем развития языковой компетенции обучающихся. Успешное выполнение заданий на контроль рецептивных видов речевой деятельности обеспечивается знанием лексических единиц, морфологических форм и синтаксических конструкций и навыками их узнавания/распознавания.

Задания раздела «Письмо» требуют от обучающегося помимо этих знаний навыки оперирования лексическими единицами и грамматическими структурами в коммуникативно-значимом контексте. Орфографические навыки являются объектом контроля в заданиях раздела «Грамматика и лексика», а также заданий «Письмо».

4. Структура контрольной работы

Контрольная работа содержит разделы «Аудирование», «Чтение», «Грамматика и лексика» и «Письмо».

Для дифференциации обучающихся по уровням владения иностранным языком в пределах, сформулированных в Федеральном компоненте государственного стандарта общего образования по иностранным языкам, во все разделы включаются наряду с заданиями базового уровня задания более высоких уровней сложности.

Уровень сложности заданий определяется уровнями сложности языкового материала и проверяемых умений, а также типом задания.

В работу по иностранному языку включены 1 задание с выбором ответа из шести предложенных, 3 задания открытого типа с кратким ответом, в том числе задания на установление соответствия, и 3 задания открытого типа с развернутым ответом.

Номер задания	Объекты контроля	Количество тестовых вопросов	Количество баллов за каждый правильный ответ	Максимально за баллов
1	Аудирование: аудирование с выборочным пониманием содержания текста.	9	1	9
2	Чтение с полным и частичным пониманием текста.	13	1	13
3	Языковые средства и навыки оперирования ими.	15	1	15
4	Письменная речь на основе чтения/Языковые средства и навыки оперирования ими.			13
Итого				50

Оценивание работы:

«5» - 100 – 86%

«4» - 73– 85%

«3» - 53 – 72%

«2» - 26 - 52%

ОТВЕТЫ И БАЛЛЫ

1.

1	2	3	4
E	C	D	A

Каждый верный ответ – 1 балл. Всего – 4 балла.

2.

1	2	3	4	5
f	c	b	e	d

Каждый верный ответ – 1 балл. Всего – 5 баллов.

3.

1	2	3	4	5	6
C	G	F	D	A	H

Каждый верный ответ – 1 балл. Всего – 6 баллов.

4.

1	2	3	4	5	6	7
b	c	a	b	a	c	a

Каждый верный ответ – 1 балл. Всего – 7 баллов.

5.

1) children

4) couldn't

7) second

2) were thought

5) had

8) largest

3) would give

6) was reading

9) woman's

Каждый верный ответ – 1 балл. Всего – 9 баллов.

6.

1) rating 2) individual 3) intellectual 4) director 5) successful 6) extremely

Каждый верный ответ – 1 балл. Всего – 6 баллов.

7.

Ответ на письмо оценивается по структуре, содержанию и языковому оформлению из максимума в 13 баллов.

Тексты для аудирования

К заданию 1

Dialogue 1

A: Good morning, Chris'

B: Morning, Mr Simons!

A: Running a bit late, aren't you? The bell's already gone!

B: Bus was late, sir!

Dialogue 2

A: I've got this really cool new computer game - it's called Soccer Superstars.

B: How does it work? Can I have a look?

A: Sure. Well, first you choose your own club – you know Inter Milan, Manchester United.

B: Right!

A: And then you actually manage the team as if you were the club manager. It's all about tactics.

B: Cool!

Dialogue 3

A: Hi! I'd really like to be able to play for one of the university football teams. How do you... like... become a member of the club?

B: Well, to join one of the university teams, you'll have to demonstrate that you're already a good player.

A: Right! Fair enough.

B: We're having trials down here on the oval next Tuesday at 6 o'clock. So if you come along, we'll have a look at you then.

A: OK – I'll do that.

Dialogue 4

A: I'm interested in buying a laptop computer. Can you give me some information about these two here?

B: Sure! Right! What sort of price range were you looking at?

A: Oh, not sure really.

B: Ok... well this one has a built in DVD as well as modem so it's pretty versatile. It weighs under 2 kgs, which is quite an advantage. It's our most popular model – at £1455. It's pretty good value.

A: Right-Yes, I need to be able to carry it around easily. Does it have a clear screen

К заданию 2

Speaker 1

Let's talk about Russian explorers. The history of exploration would be incomplete if we didn't talk about them. Unfortunately, these men (and a few women) are not as universally famous as such characters as Marco Polo and Christopher Columbus. However, their travels and discoveries shaped not only Russian history, but also the history of the world. Their explorations covered the huge territory of Tsarist Russia and later the USSR, and even took them into outer space.

Speaker 2

Unfortunately, there are few first-hand accounts about Yermak Timofeyevich, a Don Cossack who led Russian forces into the far reaches of Siberia. Historians aren't even sure of Yermak's birth date, but estimate he was born between 1532 and 1542. Based on legend, prior to his conquest of Siberia, Yermak was a sailor and a pirate. In the 1570s, the powerful Stroganov family hired a Cossack army to attack the Tatar army and to advance into Siberia. The Cossacks elected Yermak as their leader.

Speaker 3

Witus Bering was born in Denmark in 1681, but he spent most of his adult life in Russia, serving in the Russian army of Peter the Great. School children studying geography all around the world today know his name from the Bering Strait and Bering Sea, which separate the Asian and North American continents. Peter the Great himself asked Bering to lead the expedition of the far eastern regions of the Russian empire. The goal was to prove that the two continents were indeed separated by water, and to reach the coast of North America.

Speaker 4

Baron Ferdinand Wrangel was born in Pskov in 1796. After graduating from the Naval Cadets College in Saint Petersburg, he began his career as a naval officer. His first major expedition was to explore the Russian polar seas. On that trip, he discovered that north of the Kolyma there was open sea, not dry land, as most people thought at the time. For several years, he was the chief manager of the Russian-American Company in the territory now known as Alaska. He also was one of the founding members of the Russian National Geographic Society.

Speaker 5

In addition to the many men who were great Russian explorers, there is one woman who stands out. In 1963, Valentina Tereshkova was the first woman to fly in space. During her three-day mission she performed various tests to observe the effects of spaceflight on the female body. Later, Tereshkova graduated from the Zhukovsky Air Force Academy, received a doctorate in engineering, and became an active member of the Communist Party. Over the years, she has received dozens of honors, medals and awards.

The 9th form

Name _____

Раздел 1. Аудирование.

1. Вы услышите 4 мини-диалога. Соотнесите диалоги и места А - Е, где они происходят. Одно место в списке лишнее. Вы услышите диалоги два раза.

- A) In a shop. B) In a park. C) In a computer club.
D) At university sport club. E) At school.

1	2	3	4

2. Вы услышите 5 высказываний. Соотнесите говорящих и данные утверждения а - f. Одно утверждение лишнее. Вы услышите высказывания два раза.

- a) The speaker talks about the most famous Russian explorer.
b) The speaker talks about an explorer whose name is on the map.
c) The speaker talks about an explorer that started as a lawbreaker.
d) The speaker talks about a space explorer.
e) The speaker talks about a military man and a scientist.
f) The speaker talks about the significance of Russian explorers.

1	2	3	4	5

Раздел 2. Чтение.

3. Для каждого из абзацев текста 1 - 6 выберите заголовок из вариантов А - Н. Два заголовка в списке лишние.

- A) A new music instrument. E) A strange competition.
B) The latest fashion. F) A law against mobiles.
C) A mobile for grandma. G) Back to real-life communication.
D) Phone addiction. H) Digital personal assistants.

Mobile phones

1) Young people often worry about the style and functions of mobile phones. However, today companies present more models for people who are over 50 or 60 years old. They need a mobile phone with large buttons, so that they can dial numbers without glasses. The menu is also simple. It really doesn't matter if the phone has a camera or the Internet. For them, less is more.

2) Today, when friends meet in a café, they put their mobile phones in the middle of the table. They aren't allowed to touch them at all. If someone does it and answers the phone, they have to pay for everybody. Sounds fun, right? The idea is to make people concentrate on a real conversation with each other instead of using their mobiles all the time.

3) Visitors of theatres and cinemas often complain that mobile phones ring during performances. The city government of New York passed a new act. It is now forbidden to use mobile phones in places, like theaters, libraries, museums, galleries, and cinemas. Those who don't switch off their mobiles will have to pay.

4) With mobile phones we can contact anyone, anywhere, any time. Scientists say that some people are so used to mobiles that they can't go to the kitchen without them. They are in panic if they leave them at home or lose. It has become a habit to have a mobile everywhere. People depend on mobile phones so much that doctors have started worrying. They say it may be a thing similar to drugs.

5) In 2010, a young girl from China made a song using only her mobile phone. She wrote it without any guitars, pianos, drums. She used different functions of her mobile. It took her several days to record the

song. Later she made a video of it and put the video on the Internet, where over a million people watched it. She sent the song to the Apple company and suggested using it in their advertisements.

6) Today's mobile phones can already send e-mails, surf the Internet, and keep you in touch with friends. Tomorrow's phones are like helpful secretaries. In a few years you'll see that they know your habits and can advise you what to cook for dinner. They will remind you where to go and what gift to buy.

1	2	3	4	5	6

4. Прочитайте текст и определите истинность утверждений 1 - 7 после него. Выберите свой ответ из вариантов а - с.

Shakira

Shakira Ripoll was born on February 2, 1977, in Colombia. She was the only daughter of a well-respected businessman and his wife. In naming the newborn daughter, her mother chose from several names, containing the letter "K". She thought about Karime and Katiuska but finally chose Shakira. It's an Arabic name which comes from the word "Shukram" meaning "Grace". So Shakira's full name is translated as "a woman of Grace".

When Shakira was a child, her mother discovered that the girl had a gift for writing. Shakira knew the alphabet by the age of eighteen months, and at three she knew how to read. By the time she was four, she was ready for school. School was not just a place where little Shakira learnt her arithmetic and geography. There she began to understand such great things as kindness, love, trust, and other human ideals. She realized what real friendship was and how much her family meant to her. Later it helped her to decide what to do with the big money she earned.

Shakira loved attention and wished to find a way to get it. She sang a lot for her schoolmates and teachers. However, the music teacher told her that she sounded "like a goat". Shakira wasn't too upset about it and soon found a more original way to become the centre of attention. It was dancing. It helped her to express herself and become famous in school. What is interesting is that no one had ever taught her to dance.

As soon as the bell rang after class, Shakira was the first one to run and get in line for the cafeteria. She usually bought a pepsi, a hamburger and something sweet, like a muffin or a piece of cake. She seldom took a packed lunch from home. Though Shakira was a lover of fast food, she had no weight problems, as she loved dancing.

When she was eight, Shakira's father lost all his money because his business went bankrupt. For a while Shakira had to stay with her relatives in Los Angeles. When the girl returned, she was shocked to see almost everything that her family had, had been sold. She later said: "In my childish head, this was the end of the world."

To show her that things could be worse, her father took her to a local park to see the homeless children. What she saw shocked her deeply and she said to herself: "One day I'm going to help these poor kids when I become a famous singer or dancer".

Between the ages of ten and thirteen Shakira was invited to various dance events and became very popular in the area. It was at this time that Shakira met a local theatre producer, who was impressed with her performance and as a result tried to help her career. This woman organized a meeting with the managers of the Sony company. After Shakira sang, they decided to sign a contract for three albums with the talented girl.

a) true b) false c) not stated

- 1) Shakira's name was chosen by her father.
- 2) Shakira went to one of the most well-known schools in Columbia.
- 3) At school Shakira was more successful in dancing than in singing.
- 4) At school Shakira was careful to eat only healthy food.
- 5) Shakira was upset when she learnt about the family's financial problems.
- 6) When Shakira became famous, she set up a charity fund to help homeless children.
- 7) The meeting with Sony managers went successfully.

1	2	3	4	5	6	7

Раздел 3. Грамматика и лексика.

5. Измените слова в скобках так, чтобы они **грамматически** соответствовали содержанию текста.

Anna's dream

Anna was glad that the academic year was about to finish. Like most 1) _____ (CHILD) she was looking forward to the summer but not because she wanted to relax. The plans for her future 2) _____ (THINK) over by Anna many times. She wanted to buy a professional digital camera and it wasn't easy to save enough money. Anna had already chosen the model she wanted. Her dad said that he 3) _____ (GIVE) her the camera in a couple of years. But Anna 4) _____ (CAN'T) wait so long, she needed it right then. "If I 5) _____ (HAVE) it now, I would be able to take part in the Professional Photograph Competition. Everyone says I've got talent," she said to herself looking at the magazine where an article about the competition was published. While she 6) _____ (READ) the article for the 7) _____ (TWO) time, a brilliant idea came to her – why not take up a summer job as a photographer? She reached for the phone and dialed the number of the 8) _____ (LARGE) photography agency in the town. "Hello, can I help you?" the 9) _____ (WOMAN) voice sounded encouraging and Anna decided that she probably had a chance.

6. Измените слова в скобках так, чтобы они **лексически** соответствовали содержанию текста.

Cardiff Sixth Form College

Cardiff Sixth Form College has been topping the Independent Schools League Tables since 2010 and this year's 1) _____ (RATE) continues this fine tradition of academic excellence. But it is the 2) _____ (INDIVIDUALITY) success stories behind the figures that matters the most. Our students will be joining a wide range of courses at some of the most prestigious Universities in the UK and overseas, including Oxbridge, LSE, Imperial, Warwick, HKU. This is a culmination of months of hard work and a first important step towards a new exciting and challenging 3) _____ (INTELLECT) journey.

Mrs Yasmin Sarwar, co-founder and 4) _____ (DIRECT) of the college, said: "I am delighted at the continued remarkable 5) _____ (SUCCESS) times of the college, and, congratulate the students and the staff on their hard work, dedication and fantastic results."

Mrs Sarwar and the college are 6) _____ (EXTREME) proud of the achievements of its students who are stimulated by the spirit of friendly competition with one another while sharing the same goal; to achieve the very best of which they are capable.

БЛАНК ОТВЕТОВ

Name _____

Date _____

1.

1	2	3	4

2.

1	2	3	4	5

3.

1	2	3	4	5	6

4.

1	2	3	4	5	6	7

5.

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