



к Рабочей программе учебного предмета  
Иностранный язык (английский)  
10-11 класс

**Контрольно-измерительные материалы и критерии оценивания работ  
10 класс**

**Входная работа**

по разделу «Грамматика английского языка»

Variant 1

Инструкция: Тест содержит 25 заданий. На выполнение работы отводится 45 минут. Рекомендуется выполнять задания по порядку. Постарайтесь набрать наибольшее количество баллов.

Part 1

Указание 1: Прочитайте приведенные ниже утверждения и заполните пропуски в предложениях соответствующими грамматическими формами.

Complete the following sentences with a/an, the, no article:

B1...Thames flows through ...London.

B2. ...USA is ...fourth largest country in ...world.

Fill in the gaps in the following sentences with the most suitable preposition:

B3.She gets up ... nine o'clock in summer.

B4....Monday they have tests usually.

Complete the sentences with can, must, have to, may:

B5. I ... get up early because I go to work.

B6.You ... respect your parents.

B7. Little children like books. They ... read them more easily

Open the brackets and use the proper forms -ing/ to+ inf:

B8. I really must stop (smoke).

B9. Let's (play) together.

Указание 2: прочитайте приведенные ниже предложения с верными и неверными утверждениями. Представлены возможные варианты ответов. Выберите один верный ответ.

Choose the true or false form of the degrees of comparison:

B10. Mary's answer is correcter than yours.

a. true

b. false

B11.Yesterday he started to feel more bad.

a. true

b. false

B12. I'm busier than my sister.

a. true

b. false

Choose the true or false form of "much/many":

B13. Too much people still smoke.

true

false

B14. There's much work to do.

True

false



B15. She has many milk.

true

false

Указание 3: При выполнении заданий 16-17 установите соответствие между содержанием первого и второго столбцов. К каждой форме глагола из левого столбика следует подобрать соответствующее сигнальное слово из правого столбца.

B16. Match the halves of the table :

1. have done	a. usually
2. will buy	b. last year
3. jogs	c. now
4. are reading	d. next week
5. went	already

B17. Match the form of the verb and its Russian equivalents:

is built	a. строится (обычно)
was built	b. был построен вчера к 7 часам
will be built	c. уже построен
has been built	d. будет построен (завтра)
had been built	e. был построен (вчера)

Part 2

Указание 4: Прочитайте приведенные ниже предложения с выбором правильного ответа и с пропусками. Представлены возможные варианты ответов. Выберите один верный ответ.

Choose the right variant of the reported speech:

A18. Robby said, "They went to the cinema."

Robby said that they went to the cinema.

Robby said that they had gone to the cinema.

Robby said that they had went to the cinema.

Robby said that they have gone to the cinema.

A19. "Where is the bus stop? The old man asked a policeman.

a. The old man asked where was the bus stop.

b. The old man asked where the bus stop was.

c. The old man told a policeman where the bus stop is.

d. The old man asked where the bus stop has been.

Choose the correct tense and form of the verb:

A20. If I had much money, I ... to Washington.

a. will go

b. would go

c. go

d. went

A21. While Maria was cleaning the apartment, her husband ....



was sleeping

sleaped

slept

was slept

A22. He told me that he ... a fortnight before.

a. comes back

b. came back

c. had come back

d. was coming

Указание 6: Прочитайте текст. Заполните пропуски в предложении под номером 23 соответствующими формами слов, напечатанных заглавными буквами справа от каждого.

B23. It is 10 o'clock. It (1) v ery quiet in the University.

Be

The lessons (2).

Begin

The students (3) in their classroom.

Work

They (4) since 9 o'clock.

Work

The bell (5) in half an hour.

Go

Указание 7: Прочитайте приведенные слова, расположите их в нужном порядке в соответствии с типом предложения. Напишите рассказ по предложенной теме.

B24. Put the words in the correct order:

how / much/ it / cost/ does/ at/ the /hotel?

B25. Comment on the following statement. Write a story of your last travelling:

When my flight was called, I got on the plane.

### Диагностическое тестирование

#### 10 класс 1 четверть

по разделу «Грамматика английского языка»

#### Variant 2

Инструкция: Тест содержит 25 заданий. На выполнение работы отводится 45 минут. Рекомендуется выполнять задания по порядку. Постарайтесь набрать наибольшее количество баллов.

#### Part 1

Указание 1: прочитайте приведенные ниже утверждения и заполните пропуски в предложениях под номером 1-4 соответствующими грамматическими формами.

Complete the following sentences with a\an, the, no article:

B 1. I went to ... France last year, but I haven't been to ... United Kingdom.

B2.....Lake Baikal is ... deepest one in ... world.

Fill in the gaps in the following sentences with the most prepositions:

B3. There are many people ... the park today.

B4. I get up ... seven o'clock every day.

Complete the sentences with can, must, may, or have to:

B 5. I'm sorry I couldn't come yesterday. I ... to work late.

B 6. You ... be at school by eight o'clock.

B7. My friend ... speak French very fluently.

Open the brackets and use the proper forms -ing/ to+ inf:

B8. Would you mind (open) the door?

B9. My father made me (work) hard.



Указание 2: прочитайте приведенные ниже предложения с верными и неверными утверждениями. Выберите один верный ответ.

Choose the true or false form of the degrees of comparison:

B10. Baseball is the popularest sport in America.

true

false

B11. Dorothy is the most good in the class.

a. true

b. false

B12. London is older than New York.

true

false

B13. Try to do as many as possible.

a. true

b. false

B14. You watch TV too much.

a. false

b. true

B15. She has got many money.

a. true

b. false

Указание 4: При выполнении заданий 16-17 установите соответствие между содержанием первого и второго столбцов. К каждой форме глагола из левого столбика следует подобрать соответствующее сигнальное слово из правого столбца.

B16. Match the halves of the table :

1. have found

a. usually

2. will give

b. last year

3. runs

c. now

4. are watching

d. next week

5. took

e. already

B17. Match the form of the verb and its Russian equivalent:

1. is bought

a. покупается (обычно)

2. was bought

b. был куплен вчера к 7 часам

3. will be bought

c. уже куплен

4. has been bought

d. будет куплен (завтра)

5. had been bought

e. был куплен (вчера)

Part 2

Указание 5: Прочитайте приведенные ниже предложения с выбором правильного ответа номер. Выберите один верный ответ.

Choose the right variant of the reported speech:

A18. Sally said, "I won the game."

Sally said that she won the game.

Sally said that she had won the game.

Sally said she has won the game.

Sally said she had win the game.

A19. The doctor asked, "How do you feel?"

a. The doctor asked how I feel.



- b. The doctor asked how I had felt
- c. The doctor asked how I felt.
- d. The doctor asked how I have felt.

Choose the correct tense and form of the verb:

A20. If I had much money, I --- abroad.

- will go
- would go
- go
- went

A21. At three o'clock that morning, Eleanor ---- in bed.

- a. laid
- b. lain
- c. lay
- d. was lying

A22. After she ---- all her letters, she went to the kitchen to make coffee.

- a. wrote
- b. had written
- c. writes
- d. haswritten

Указание 6: Прочитайте диалог. Заполните пропуски в предложении под номером 23 соответствующими формами слов, напечатанных заглавными буквами справа от каждого предложения.

A23. - What's the matter?

- I (1) ---- for my keys.

Look

As a rule, I (2) ---- them in my coat pocket,  
but they are not there, I (3) ----.

Carry

Check

- Here you are. They (4) ---- under the book all the time.

Lie

- Thanks a lot. You know I (5)--- the key some days ago.

Lose

Указание 7: Прочитайте приведенные слова, расположите их в нужном порядке в соответствии с типом предложения. Напишите о будущем путешествии.

Put the words in the correct order:

A24. when/ they/books/ do/ read/ at home?

A 25. Comment on the following statement .Write a story of your future travelling:

After you have sat down and fastened your seat belts, the plane will take off.

### 10th form 2четверть Unit2 «Family Matters»

Variant 1

I. Fill in the gaps using the words and expressions below.

1. Many of us know very little about our (1).... But we can (2)... plenty of surprising details looking through albums, old postcards, boxes and even drawers.
2. When I started out on my family (3) ...I didn't realise how exciting it would be.
3. I have frequent rows with my daughter, but then nearly always we kiss and (4)....
4. Over 50% of all families in Britain break-up and end in (5).... That is why family close connections become more and more important.
5. My elder brother often (6)...and (7) ....



divorce, gets on my nerves, ancestors, makes me cry, research, find out, make up  
II. Choose the right option.

1. There is no point in (ask/ asking/ be asked) him for help.
2. I cannot stop them (before/ of/ from) going there.
3. Pupils are looking forward (for/ at/ to) Christmas holidays.
4. After that argument they fell (up/ down/ out) and didn't meet any more.
5. He was looking (at/ into/ for) a new job and was ready to take any one as soon as possible.

III. Combine the words from two columns to make meaningful expressions and translate them.

fake siblings  
monotonous relationships  
striking smile  
charming work  
captivating contrast

IV. Open the brackets forming the correct form of the words in capitals.

1. I made some (SUGGEST) about the coming weekend.
2. He jumped to a (CONCLUDE) to buy a new car instead of repairing his old one.
3. The information was (BELIEVE). It was like discovering America!
4. Most of my (RELATE) live far from me.
5. A (AGREE) between people can lead to a conflict.

Control work  
10th form  
Unit2 «Family Matters»  
Variant 2

I. Fill in the gaps using the words and expressions below.

1. Living as an extended family is a great (1)...: you always have somebody (2)....
2. My mother likes to comment on how I look when I am with my mates. It is so (3)...!
3. This quiet place (4)... in summer when a lot of visitors rush to spend their holidays near the local lake.
4. (5)... between parents and teenage children are part of family life.
5. I (6) ... on my research last year and now I know a lot of my (7) ... .

comes alive, row, started out, embarrassing, to keep you company, ancestors, bonus

II. Choose the right option.

1. Jane is very good (by/ at/ in) foreign languages.
2. The best way to avoid conflict is just to talk (behind/ through / of) the problem and to make a right decision.



3. I'm not used (for/to/at) getting up so early.
4. This novel is very interesting. It's worth (reading/to read/read).
5. I'll try to cope (out/ in/ with) this difficult situation.

III. Combine the words from two columns to make meaningful expressions and translate them.

provoke view  
blazing embarrassed  
previous generations  
stunning row  
to be a conflict

IV. Open the brackets forming the correct form of the words in capitals.

Students are often (ANXIETY) about exams.  
This problem can lead to heated (ARGUE).  
My father lost his job and became (EMPLOY).  
Could I make a (SUGEST) ... ?  
We often take part in different (COMPETE) ... .

The 10-th form

### PROGRESS CHECK 3

PART I. LISTENING COMPREHENSION (Student's Book: ex. 1 p. 125); (10 points)

I.

a) Listen to a part of a radio programme and make notes on the following:

1. Date of the event:....
2. Name of the event:....
3. Number of people:....
4. Number of cities:....

b) Listen again to a part of a radio programme and decide whether these statements are true (T) or false (F).

1. Many cars will be given away free to poor people on Car Free Day.
2. The day will encourage drivers to use their cars less.
3. Many cities will completely close whole roads to cars.
4. The day forms part of Europe's Mobility Week.
5. The theme in Europe this year is "Clever Computing".
6. Car Free Day hopes to reduce traffic jams and greenhouse gases.

PART II. READING COMPREHENSION

I. Read the article and fill in the gaps with the sentences and parts of sentences A- G. Write the letter of the missing sentence in the box. There are two extra letters you will not need (5 points).

Robot technologies in our home

There are lots of science fiction books and films about robots. Nice and humanlike metal and plastic creatures often become children's friends there. Robots learn how to distinguish (различить) between good and evil, and how to become a friend to a human being. To our surprise and delight we find out that robots are able to experience feelings — they can feel happy, upset, and even angry. [1] They can even risk their life, [2], for someone they love.

Is artificial intellect a pure fantasy or are there any scientific discoveries behind this idea? [3] What we know for sure is that robotics is a rapidly developing technology, and soon we can expect robots to enter our houses and stay there for a long time. It's already happening in Japan,



where machines of all shapes and sizes are widely used. Besides being used in different industries, robots do lots of housework: they clean the house, serve tea and wash up after that. [4] These robots wake people up in the morning, inform them about the weather and ask questions about their health. The robots are able to recognise faces, keep eye contact and maintain conversations. In Japan, [5] humanoid robots have already become friends for lots of elderly people.

Robots for households are usually designed in a humanlike manner and resemble human beings — they have a head, arms and legs. Japanese scientists believe that in several years robots will be common in every household and feel very enthusiastic about it.

in robots' terms they risk being destroyed or reprogrammed

Amazing but robots can take care of disabled or aged people!

Some rescue robots, which can dig deep after earthquakes, have already been created.

It's still difficult to answer this question.

We can see robots break the technological law of logic and rational to defend human beings.

Elderly people often feel lonely and need some company.

which has the largest percentage of aged people in the world

Number

1

2

3

4

5

Letter

### PART III. USE OF ENGLISH (GRAMMAR/VOCABULARY) (15 points)

#### I. Read the text and choose the correct options to fill in the gaps.

A robot's brain is a computer. It switches (1) ... the parts of the robot that make it move and (2)... certain tasks. The programmer programs the robot with information for each task. A simple task needs very complicated software and hardware.

The robots of today (3)... talk, play football, walk upstairs, dance and even conduct an orchestra! A (4) ... of robots can see and hear — using cameras and microphones with software that helps them (5) ... things. Some can even smell. Robots can't think like we do, but some robots can solve (6)... They collect information, and process it by (7) ... it to the data in their program. Then they "decide" which is the (8) ... solution. Some robots can also communicate with humans (9) ... a very simple level: their software can recognise people's body language and how they use their voice. Now (10) ... South Korean professor has developed new software using human DNA as a model. He says it will give robots personalities and feelings.

Text taken from Quick Smart English Pre-Intermediate  
by Rebecca Robb Benne

#### II.Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

Without my computer I would not have the pleasure of the getting to my favourite sites, I would have difficulty (1) ... with friends, and I would not be able to do my work for school. I often wonder how we all managed before computers were a common place in the home. I just don't have the time to be always running to the post box to send letters. E-mail is very (2) ... when you have a tough schedule.

Most of my (3) ... time is spent at the computer as by the time I finish doing homework I am too tired and it is often too late to go out. It is a wonderful reference aid and (4) ... tool. If all else fails, you can play cards on it, although my own (5) ... is for action games!

COMMUNICATE  
IMPORTANCE  
RELAX  
EDUCATION  
PREFER

1.





- 2.
- 3.
- 4.
- 5.

PART IV. WRITING (Student's Book: ex. 5 p. 127);

Write an essay in about 180-200 words.

“Imagine that you could only use ONE of the following: a computer, a mobilephone or a fridge”

PART V. SPEAKING

The 10-th form

#### PROGRESS CHECK 4

PART I. LISTENING COMPREHENSION (Student's Book: ex 1 p. 157) (16 points)

1. a) Listen to the airline safety instructions and match the pictures with the items mentioned on the recording.

Items	Picture numbers	Items in the correct order
A. table folded away		
B. life jacket		
C. oxygen masks		
D. seat in upright position		
E. no smoking sign		
F. emergency exit		
G. no high-heeled shoes sign		
H. seatbelts		

b) Listen again and put the items on the list in the correct order.

PART II. READING (. (18 points)

1. Read the text and match the headings with the paragraphs. (8 points)

We are all thinking about our holidays this time of the year, so to help you prepare, here is the list of top things you must not leave without.

- |             |              |
|-------------|--------------|
| 1 swimwear  | 5 guidebook  |
| 2 clothes   | 6 sun lotion |
| 3 good book | 7 medication |
| 4 money     | 8 documents  |

a) An all important requirement that you must not forget, especially if it's prescribed as it might not be easy to get hold of abroad. The last thing you want is to feel ill or worried on your holiday.

b) This will save you a lot of time because you won't be deciding what you want to do for half the day before eventually agreeing on something. It's a great way to find out about the culture and traditions of the area that you are going to be staying in.

c) Please don't forget these, especially if your tickets and your passports are kept together with them!!!!



d) Remember not to pack too much! It's a good idea to lay everything out on your bed that you want to pack and then be really ruthless and only take what you really need!

e) Applicable to so many holidays as the weather does get hot sometimes and your skin can burn. Even if you're going on a ski holiday, you still need to bring it as the rays of the sun reflect off the snow making it even more dangerous.

f) Where would we be without at least some cash? Of course, you can take your credit card with you, but it is essential to carry a small amount of cash. Telephone calls, bottles of water, sweets, etc are all small purchases that are better paid with cash.

g) OK, so you will be on holiday, but that doesn't mean you have every moment planned. You may want to relax before going to bed. You can also read on the beach, or while travelling.

h) Nearly always essential even if you're not going to the beach, as some hotels in the cities might have swimming pools. You'll only envy the other people enjoying the water if you don't bring yours along.

2. Read the text and choose the correct options to fill in the gaps. (10 points)

Package holidays, covering a two weeks' stay in an attractive location are increasingly popular, because they offer an (1) ... price with few extras. Once you get to the airport, it is up to the (2) ... operator to see that you get safely to your (3) ... . Excursions, local (4) ... , swimming, sunbathing, skiing — you name it — it's all laid out for you.

There is, in fact, no reason for you to bother to (5) ... anything yourselves. You (6) ... friends and (7) ... a good time, but there is very little chance that you will really get to know the local people. This is even less likely on a bus trip, when you spend most of your time travelling. Of course, there are carefully scheduled stops for you to visit (8)... buildings and monuments, but you'll probably be allowed only a brief stay (9) ... in some famous city, with a polite reminder to be (10) ... and have breakfast early in time for the bus next morning. You may visit the beautiful, the historic, the ancient, but there is always a time constraint.

A inclusive	B inclusion	C exclusive	D including
A journey	B travel	C trip	D tour
A vacation	B location	C allocation	D destination
A enjoyment	B fulfillment	C entertainment	D amusement
A provide	B supply	C guarantee	D arrange
A make	B do	C have	D get
A do	B have	C get	D make
A historic	B history	C historical	D historian
A overdue	B overtime	C overday	D overnight
A about	B down	C out	D up

PART III. USE OF ENGLISH (GRAMMAR/ VOCABULARY) (6 points)

1. Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

bowing

The tradition of bowing is so (0) complex that Asians attend special classes to learn how to do it (1)... It's unlikely that any international (2) ... would be able to carry out the formal bow (3) ..., doing it to the right depth and with the correct duration. However, a polite attempt to bow in greeting will be appreciated by your (4) ... acquaintance. If you want to express some special respect in the (5) ..., bow lower. Be sure to learn an appropriate verbal (6)...to accompany the bow.

COMPLEXITY



- ) PROPER
- ) VISIT
- ) APPROPRIATE
- ) ASIA
- ) RELATION
- ) GREET

**PART IV. WRITING (Student's Book: p. 159) (5 points)**

You see this advertisement and decide to respond to it. Write your letter of application (about 180-200 words).

The university welcomes applications to all its courses from overseas students. Please write to the International Department giving details of the course you wish to apply for and why. Your letter should include an outline of your achievements and qualifications and any other relevant information.

**PART V. SPEAKING (Student's Book: p. 159) (5 points)**

**Итоговый тест по английскому языку  
10 класс.**

Different Tenses. Choose the correct answer.

1. Who's that lady who \_ a red pullover?  
wears  
is wearing  
wore  
has worn
2. The petrol was too expensive so they \_ their car.  
sold  
had sold  
were selling  
had been selling
3. \_ out last night? - Yes, I \_ to the pictures.  
have you been, went  
have you been, was going  
did you go, was going  
did you go, went
4. Yesterday I \_ a friend who \_ from holiday in Turkey.  
met, had just come  
had met, just came  
met, has just come  
had met, has just come
5. Just a minute. I \_ if she's in.  
am asking  
will ask  
ask  
am going to ask
6. What is this water for? - I \_ my car in the garage.  
wash



have washed  
was washing  
am going to wash

Passive voice. Choose the correct answer.

7. The gates \_ at seven o'clock every evening.

lock  
are locked  
locked  
have been locked

8. In this picture a man \_ by a dog.

is following  
is followed  
follows  
is being followed

9. My bike is not there! It \_ , I'm sure.

was stolen  
has been stolen  
was being stolen  
is being stolen

10. If he \_ I'll quit, I promise.

was promoted  
will be promoted  
is promoted  
has been promoted

11. How much money \_?

were they stolen  
they had stolen  
did they steal  
were they being stolen

Sequence of Tenses. Choose the correct answer.

12. I think your brother \_ very clever and brave.

was  
is  
will be  
would be

13. She didn't know the guests \_ late.

come  
would come  
will come  
have come

14. They understood that they \_ a mistake.

made  
make  
had made  
are making

15. Children thought no one \_ them.

can see  
sees



was seeing  
could see

Modals. Choose the correct answer.

16. Is Mr. Green at home? - He \_ be, but I'm not sure.  
could  
may  
must  
might
17. Soldiers \_ obey their commander's orders.  
must  
can  
may  
will
18. We tried to drive but the engine \_ start.  
won't  
wouldn't  
can't  
shouldn't
19. \_\_\_ I hold the door for you? - Yes, please.  
will  
can  
may  
shall

Present Perfect/ Present Continuous. Choose the correct answer.

20. I \_ for you all day. Where have you been?  
was looking  
have looked  
looked  
have been looking
21. She says she \_ this man for ages.  
has known  
has been knowing  
was knowing  
knows
22. Mrs. Stone \_ as a teacher for twenty years.  
work  
worked  
has been working  
is working
23. You look upset. What \_ to you?  
has been happening  
has happened  
happens  
had happened

Conditional Sentences. Choose the correct answer.

24. If you \_ so much noise, I \_ to concentrate.  
make, won't be able  
had made, wouldn't be able



made, won't be able

made, wouldn't have been able

25. What \_ if you saw an accident near your house?

will you do

you would do

would you do

you will do

26. If my cat \_ sick, I \_ it to the vet.

would be, would take

would be, took

was, would take

was, would have taken

27. I don't know what \_ if I don't see you again.

I would do

will I do

would I do

I will do

28. Nothing \_ if you \_ me everything you knew.

would have happened, had told

happened, had told

had happened, would have told

would happen, had told

Complex Object/Complex Subject. Choose the correct answer.

29. My parents always want \_ the washing up.

that I did

me do

me to do

for me to do

30. Have you ever heard \_ ? She's got a marvelous voice.

Mary ringing

that Mary sing

Mary sing

Mary to sing

## 11 класс

### Входная работа

Grammar

1. Write down emphatic sentences

1. My friend hates operetta. \_\_\_\_\_

2. I enjoyed the performance. \_\_\_\_\_

3. It is extraordinary. \_\_\_\_\_

4. I prefer staying at home. \_\_\_\_\_

5. I have already seen this film. \_\_\_\_\_

2. Read the opinions and use the word in capital letters to form the word that fits each space.

1. The film is so \_\_\_\_\_ (drama).

2. It is a good \_\_\_\_\_ (history) film.

3. How \_\_\_\_\_ (fright) the film is!

4. I can't say anything. It is \_\_\_\_\_ (absolute) fantastic!

5. To my mind the film is \_\_\_\_\_ (excite). I enjoy watching it.



3. Make these sentences in Past Perfect Passive

1. In 1945 A. Fleming got the Nobel Prize for penicillin which \_\_\_\_\_ (discover) by him in 1928.
2. By the end of the 19th century famous Kodak camera \_\_\_\_\_ (create) in the USA.
3. When the apparatus \_\_\_\_\_ (build), T. Edison started experimenting with it.
4. The first gas stove \_\_\_\_\_ (make) long before the first electric stove appeared.
5. The American Isaac Merritt Singer made some improvements to the sewing machine that \_\_\_\_\_ (invent) by Elias Howe.

Speaking

1. You and your foreign friend have an opportunity to buy one of these things as a present.  
( a vacuum cleaner, a body building machine, a talking alarm clock)

Student card 1

Ask your friend's opinion about these inventions.

Remember to:

Say what your choice is;

Discuss the positive and negative features of these things;

Give reasons for your choice;

Listen to the arguments of your friend.

Student card 2, 3

Listen to your friend.

Agree or disagree with your friend's choice, giving reasons.

Say about positive and negative features of these things.

Контрольная работа 11 класс

ВАРИАНТ 1

Аудирование. (ЕЕ 11 класс SB p 75. )

- 1 Listen to a career officer talking about the importance of a person's first job and decide whether these statements are true (T) or false (F).

1 Everyone likes his/her first job.

2 Money is the main reason you get your first job.

3 Your first job helps you to feel independent.

4 Your first job teaches you responsibility.

5 You don't have to show up to your first job.

6 If you are sick, your supervisor will find somebody to fill in.

7 If you don't do a good job, you will lose your position.

8 You will use all your skills in your first job.

9 You will feel more adult because of your first job.

10 Your first job will help you to grow personally.

Лексика и грамматика.

1. Guess the person who does work to improve bad social conditions and help people in need.

- |                    |                        |
|--------------------|------------------------|
| a) a social worker | c) a mechanic          |
| b) a journalist    | d) a computer operator |



2. Choose the appropriate word.

For my boss home exists only in his \_\_\_\_\_.

- a) imagine      c) imagination  
b) imaginary    d) imaginable

3. Choose the correct form of the verb.

Next year all the school-leaving exams \_\_\_\_\_ by the end of June.

- a) will be taken      c) will have taken  
b) will take          d) will have been taken

4. Give the definition of the word “responsible”.

- a) well-informed  
b) pleased and happy  
c) difficult and complex  
d) having a duty to be in charge of doing something

5. Make the right word combinations.

- 1) dead-end          a) skills  
2) interpersonal      b) estimate  
3) rough              c) person  
4) self-confident    d) job

6. Open the brackets and fill in the appropriate form of the words.

- 1) This job is not \_\_\_\_\_ (to enjoy), it is rather boring.  
2) We would like to be self-employed \_\_\_\_\_ (busy) people.

7. Fill in the gaps with the correct words.

Career choice

Making a career choice is one of the most difficult and most important decisions we will ever make in our lives. It has to be made with much \_\_\_\_\_ (1) and deliberation. Moreover, career choices cannot be made based on just a few criteria alone. Your job may carry great monetary benefits and perks, but if you do not enjoy what you do then you are \_\_\_\_\_ (2) wasting a large part of your life. At the same time, remember that money is also important for you need it to survive. So, if a job is all \_\_\_\_\_ (3) but no pay, things can get difficult.

Before you start choosing a perfect career, you need to know yourself first. But sometimes all this self-analysis leads to \_\_\_\_\_ (4). We end up more \_\_\_\_\_ (5) than we were at the beginning. Then, the best way to deal with the dilemma is to think about \_\_\_\_\_ (6) a career counselor.

A career development professional will use various tools to help you evaluate your interests, personality, \_\_\_\_\_ (7) and values. He or she will then show you how all these things, combined, play a role in choosing a career. You can also learn about a career by interviewing people who are already in that profession.

- a) think      b) thought    c) thinking    d) thinkable  
a) fool        b) foolish     c) foolishly   d) fooling  
a) satisfaction    b) satisfy    c) satisfying   d) satisfied  
a) somewhere    b) anywhere   c) where        d) nowhere  
a) confusion     b) confused   c) confusing   d) confusable  
a) consulting    b) consult    c) consulted   d) consultive  
a) skillful       b) skilled     c) skills        d) unskilled

Письмо

1. Write the three most important personal qualities and the three most important professional qualities or skills for each job.

- a) I think that a pilot should be very responsible, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
b) Besides, it is important for him to be able to solve problems, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.





Аудирование. (ЕЕ 11 класс SB p 75. )

1 Listen to a career officer talking about the importance of a person's first job and decide whether these statements are true (T) or false (F).

- 1 Everyone likes his/her first job.
- 2 Money is the main reason you get your first job.
- 3 Your first job helps you to feel independent.
- 4 Your first job teaches you responsibility.
- 5 You don't have to show up to your first job.
- 6 If you are sick, your supervisor will find somebody to fill in.
- 7 If you don't do a good job, you will lose your position.
- 8 You will use all your skills in your first job.
- 9 You will feel more adult because of your first job.
- 10 Your first job will help you to grow personally.

Лексика и грамматика.

1. Guess the person who repairs the pipes in the bathroom.

- a) a physician      c) a plumber  
b) a surgeon      d) a school teacher

2. Choose the appropriate word.

My relatives were very ... when I made a career.

- a) support      c) supported  
b) supportive      d) supportable

3. Choose the correct form of the verb.

They ... their school certificates by next Friday.

- a) will be given  
b) will give  
c) will have given  
d) will have been given

4. Give the definition of the word "challenging".

- a) dull and tiresome  
b) making you feel happy and satisfied  
c) irritating and often overwhelming  
d) difficult in an interesting or enjoyable way

5. Make the right word combinations.

- 1) full-time      a. person  
2) self-employed      b. skills  
3) engineering      c. job  
4) telephone      d. profession

6. Open the brackets and fill in the appropriate form of the words.

- 1) This job is not well paid but it is quite \_\_\_\_\_ (satisfaction).  
2) Does your friend have any unusual \_\_\_\_\_ (ambitious)?

7. Fill in the gaps with the correct words.

Career choice

When school is over, young people need to make a choice of what they want to do further. Our grandparents often say that life used to be safer and less \_\_\_\_\_ (1) when they were young. That may be true, but I think that our generation have more opportunities than they had. We have a wider career choice and we can shape our life \_\_\_\_\_ (2) our inclinations and abilities. I'm sure that there are no good or bad jobs but there are right and wrong ones for every particular person. One and the same job could be very \_\_\_\_\_ (3) and enjoyable for one person and absolutely inappropriate for another one. It's also natural that different people have different job \_\_\_\_\_ (4). Some of us seek a prestigious job, some look \_\_\_\_\_ (5) a well-paid job, and some people want to work freelance and don't care about money or \_\_\_\_\_ (6) — they just want to



be their own bosses and plan their own days. Distance jobs are gaining popularity for the same reasons. You see that we can choose not only the industry we want to devote \_\_\_\_\_ (7) to, but the format of the job too.

- a) complicated      b) comfortable      c) communicative      d) competent  
a) because of      b) due to      c) according to      d) in spite of  
a) refreshing      b) retraining      c) relaxing      d) rewarding  
a) preferences      b) benefits      c) opportunities      d) responsibilities  
a) at      b) after      c) for      d) forward  
a) salary      b) payment      c) costs      d) prestige  
a) ourselves      b) yourselves      c) us      d) yours

#### Письмо

1. Write the three most important personal qualities and the three most important professional qualities or skills for each job.

- a) I think that a businessman should be very responsible, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
b) Besides, it is important for him to be able to solve problems, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

The 11-th form

#### PROGRESS CHECK 4

PART I. LISTENING COMPREHENSION (Student's Book: ex 1 p. 154) (10 points)

I. Listen to the interview with a person with an unusual hobby and decide whether the statements below are true (T), false (F), or there is no information given (NG).

It was his grandmother who encouraged him to catch spiders. \_\_\_\_\_

He goes hunting once or twice a year. \_\_\_\_\_

The first spider he caught was very harmful. \_\_\_\_\_

His grandmother didn't know that the spider was harmless. \_\_\_\_\_

His mother didn't like bugs. \_\_\_\_\_

His mother supports his hobby now. \_\_\_\_\_

His favourite pet is a huge tarantula called Moby. \_\_\_\_\_

He avoided talking about his collection with his girlfriends. \_\_\_\_\_

He showed his collection of spiders to his future wife. \_\_\_\_\_

His small son doesn't like bugs. \_\_\_\_\_

PART II. USE OF ENGLISH (GRAMMAR/ VOCABULARY) (7 points)

I. Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

The dragon dance

The dragon dance was started by the Chinese who had shown great (0) belief and respect towards the dragon. The dragon is an important symbol of Chinese culture and tradition. The dragon dance has spread beyond China to the whole world. It has become a special performance of arts in Chinese physical (1) activities. It (2) ... good luck and prosperity in the year to come (0) BELIEVE for all the human beings on Earth. According to ancient history, during the (1) ACTIVE period of Chun Chiu, the learning of Chinese Martial Arts was very popular (2) SIMBOL and in students' spare time, the dragon dance was also being (3) ... . From its (3) TEACH origins in combining stylised depictions of natural animals, the Chinese dragon (4) CREATE evolved to become a mythical (4)... in Chinese culture. Its physical form is a (5) COMBINE (5) ... of many animals, including the horns of a stag, ears of a bull, eyes of a (6) ABLE rabbit, claws of a tiger and the scales of a fish, all on a long serpent's body. (7) THEY With these traits, it was believed that dragons were amphibious with the (6) ... to move on land, fly through the air and swim in the sea. The emperors of ancient China considered (7) .... to be dragons. The dragon is also the emblem of Imperial Authority. Itsymbolisesnaturalpower, goodness, fertility, anddignity.



PART III. READING (8 points)

II. Read the text and choose the best options to fill in the gaps.

Bird-watching

Bird-watching is not only a simple and effective stress-reliever, it is also intellectually stimulating. There are so many different kinds of birds that the bird-watcher has the (1) ... to have a new experience every time he / she takes time out to go bird-watching.

Some of the most beautiful creatures on the planet can be found close to your home. The graceful (2) ... of birds makes bird-watching one of the most rewarding hobbies you can choose. (3) ..., bird-watching can be combined with taking exercise and experiencing the beauty of the countryside.

If you are looking for a hobby that the whole family can (4) ... in, then bird-watching must surely be on your list. Birds pose no (5) ... to children and getting your kids involved can (6) ... your next holiday into an experience that builds ever-stronger bonds within your family unit.

If you are concerned about our world and the environment, then bird-watching can be an effective way to (7) ... a fascinating hobby with action to preserve our planet. By spending some time learning about the patterns of behavior and the migration of different types of birds, bird-watchers are able to make a (8) ... contribution to the body of knowledge that helps wild life organisations protect and preserve the natural environment.

- |              |                 |             |               |
|--------------|-----------------|-------------|---------------|
| A disability | B opportunity   | C ability   | D reality     |
| A outlook    | B view          | C nature    | D personality |
| A However    | B Although      | C Finally   | D Furthermore |
| A practice   | B participate   | C involve   | D enjoy       |
| A hurt       | B pain          | C damage    | D threat      |
| A take       | B make          | C put       | D turn        |
| A join       | B mix           | C combine   | D add         |
| A impressive | B insignificant | C important | D significant |

PART IV. WRITING (Student's Book: p. 156 ex. 6) (5 points)

PART V. SPEAKING (Student's Book: p. 156 ex. 5) (5 points)

**Progress Check. Unit 3.**

I variant

Task I. Match the words with their definitions.

- |  |  |
|--|--|
| 1. manual  | a)   |
| <u>to make a film, video, or CD available for people to see or buy;</u>                        | b) endless and never changed;  |
| 2. X-ray   | c)   |
| 3. release   | d) the <u>crime</u> of getting <u>money</u> by <u>deceiving people</u> ; |
| <u>a picture of the bones or organs inside someone's body;</u>                                 | e)   |
| 4. fraud   |  |
| 5. perpetual   |  |
| <u>a book containing instructions for doing something, especially for operating a machine.</u> |  |

Task II. Listen to the people speaking about the role of the Internet in their lives and match the speakers to the statements.



1. The speaker sees the danger of the Internet cutting people off from real life. –
2. The speaker uses the Internet for doing daily routine tasks. –
3. The speaker feels that people should solve their problems in real life, not on the Internet. –
4. The speaker believes that the Internet allows you to get your message across to many people. –
5. The speaker is fascinated by the ability to communicate with those who are far away from you. –

Task III. Translate the sentences into English, using Past Perfect Passive.

1. Тест был написан до того, как прозвенел звонок. –
2. К 7 часам утра исследование завершилось. –
3. Когда мы пришли в кинотеатр, фильм уже начался. –
4. Мне не сказали об изменении расписания.

Task IV. Fill in the blanks with the appropriate word or word combination:

maintain health                      damages his health                      health check                      regain health

1. If a person smokes a lot, it really .....
2. When you apply for a job, you have to have a .....
3. I always try to ..... by eating a lot of fresh fruits.
4. It is impossible to ..... very quickly.

Task V. Answer the question (write no less than 5 sentences).

What is the most important and useful invention: a CD player, a telephone, a digital camera, a TV or a personal computer? Explain your choice.

### Progress Check. Unit 3.

#### II variant

Task I. Match the words with their definitions.

1. reveal                      a) capable of continuing for a long time at the same level;
  2. fake                      b) make (previously unknown or secret information) known to others;
  3. hoax                      c) an object that is made to look real or valuable in order to deceive people;
  4. deforestation                      d) the cutting down of trees in a large area, or the destruction of forests by people;
  5. sustainable
- e) a trick in which someone deliberately tells people that something bad is going to happen or that something is true when it is not.



Task II. Listen to the people speaking about the role of the Internet in their lives and match the speakers to the statements.

1. The speaker feels that people should solve their problems in real life, not on the Internet. –
2. The speaker is fascinated by the ability to communicate with those who are far away from you. –
3. The speaker believes that the Internet allows you to get your message across to many people. –
4. The speaker sees the danger of the Internet cutting people off from real life. –
5. The speaker uses the Internet for doing daily routine tasks. –

Task III. Translate the sentences into English, using Past Perfect Passive.

1. Он сказал мне, что этот университет был построен 50 лет назад. –
2. Моя мама не знала об изменении наших планов. Ей не сказали. –
3. Статья была переведена мною. –
4. К 5 часам деньги уже были получены. –

Task IV. Fill in the blanks with the appropriate word or word combination with:

in poor health      maintain your health      bad for health      hazard to health

1. Eating a lot of spicy food can be .....
2. You can ..... by going in for sports.
3. It is ..... to drink a lot of alcohol.
4. If you are ....., you should take more vitamins.

Task V. Answer the question (write no less than 5 sentences).

Is it possible nowadays to live without modern technologies? Justify your answer.

The 11-th form  
**PROGRESS CHECK 4**

PART I. LISTENING COMPREHENSION (Student's Book: ex 1 p. 154) (10 points)

I. Listen to the interview with a person with an unusual hobby and decide whether the statements below are true (T), false (F), or there is no information given (NG).

- It was his grandmother who encouraged him to catch spiders. \_\_\_\_  
He goes hunting once or twice a year. \_\_\_\_  
The first spider he caught was very harmful. \_\_\_\_  
His grandmother didn't know that the spider was harmless. \_\_\_\_  
His mother didn't like bugs. \_\_\_\_  
His mother supports his hobby now. \_\_\_\_  
His favourite pet is a huge tarantula called Moby. \_\_\_\_



He avoided talking about his collection with his girlfriends. \_\_\_\_  
He showed his collection of spiders to his future wife. \_\_\_\_  
His small son doesn't like bugs. \_\_\_\_

**PART II. USE OF ENGLISH (GRAMMAR/ VOCABULARY) (7 points)**

I.Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

<p>The dragon dance The dragon dance was started by the Chinese who had shown great (0) belief and respect towards the dragon. The dragon is an important symbol of Chinese culture and tradition. The dragon dance has spread beyond China to the whole world. It has become a special performance of arts in Chinese physical (1) activities. It (2) ... good luck and prosperity in the year to come for all the human beings on Earth. According to ancient history, during the period of Chun Chiu, the learning of Chinese Martial Arts was very popular and in students' spare time, the dragon dance was also being (3) ... . From its origins in combining stylised depictions of natural animals, the Chinese dragon evolved to become a mythical (4)... in Chinese culture. Its physical form is a (5) ... of many animals, including the horns of a stag, ears of a bull, eyes of a rabbit, claws of a tiger and the scales of a fish, all on a long serpent's body. With these traits, it was believed that dragons were amphibious with the (6) ... to move on land, fly through the air and swim in the sea. The emperors of ancient China considered (7) .... to be dragons. The dragon is also the emblem of Imperial Authority. Itsymbolisesnaturalpower, goodness, fertility, anddignity.</p>	<p>(0) BELIEVE  (1) ACTIVE (2) SIMBOL  (3) TEACH  (4) CREATE (5) COMBINE  (6) ABLE  (7) THEY</p>
--	--

**PART III. READING (8 points)**

II.Read the text and choose the best options to fill in the gaps.

**Bird-watching**

Bird-watching is not only a simple and effective stress-reliever, it is also intellectually stimulating. There are so many different kinds of birds that the bird-watcher has the (1) ... to have a new experience every time he / she takes time out to go bird-watching.

Some of the most beautiful creatures on the planet can be found close to your home. The graceful (2) ... of birds makes bird-watching one of the most rewarding hobbies you can choose. (3) ..., bird-watching can be combined with taking exercise and experiencing the beauty of the countryside.

If you are looking for a hobby that the whole family can (4) ... in, then bird-watching must surely be on your list. Birds pose no (5) ... to children and getting your kids involved can (6) ... your next holiday into an experience that builds ever-stronger bonds within your family unit.

If you are concerned about our world and the environment, then bird-watching can be an effective way to (7) ... a fascinating hobby with action to preserve our planet. By spending some time learning about the patterns of behavior and the migration of different types of birds, bird-watchers are able to make a (8) ... contribution to the body of knowledge that helps wild life organisations protect and preserve the natural environment.

	A disability	B opportunity	C ability	D reality
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	A outlook	B view	C nature	D personality
	A However	B Although	C Finally	D Furthermore
	A practice	B participate	C involve	D enjoy
	A hurt	B pain	C damage	D threat
	A take	B make	C put	D turn
	A join	B mix	C combine	D add
	A impressive	B insignificant	C important	D significant

PART IV. WRITING (Student's Book: p. 156 ex. 6) (5 points)

PART V. SPEAKING (Student's Book: p. 156 ex. 5) (5 points)

### 11 класс контрольная работа

V-1

Task 1 Use the where necessary

- 1... blind can learn to read with the help of their fingers.
2. She looked ... young enough to be his daughter.
3. ... unemployed can receive some benefits.

Task 2 Give your reaction (So or Neither)

1. I love travelling.
2. My friends are provided with social benefits.
3. I didn't go shopping yesterday.

Task 3 Put the words all, both

1. We are ready to help you if you need our help.
2. Ann's parents are doctors.
3. They can speak English.

Task 4 Use the articles (a/an, the, -) where necessary

1. What ... big ears you have!
2. How dangerous ... place looks!
3. What ... funny clothes she wears!

Task 5 Use another, other, the other, others, the others

1. Yesterday morning I met two girls. One was Matilda but I didn't know ... girl.
2. There are 3 cakes on the plate. I'd like to have one and you may take ...
3. Come ... day.

Task 6 Transform the sentences using the appropriate conjunctions and prepositions

1. Some of these homes are terrible, some others are pretty good.
2. Social services cost a lot of money. Local authorities organize them to make independent lives possible for many pensioners.



Task 7 Open the brackets

The boys (to play) football now. They (to be) tired. They (to play) football for an hour and a half.

Task 8 Translate

1. Когда люди работают, они должны платить взносы в Национальный фонд страхования.
2. Выплаты социального страхования доступны безработным, больным, пенсионерам, инвалидам.

Form 11 Test 1 Good luck!

V-2

Task 1 Use the where necessary

1. Alice is too ... young to drive a car .
2. A special school for ... deaf is being built in our town.
3. ... widowed can receive some benefits.

Task 2 Give your reaction (So or Neither)

1. I have never been to Ireland.
2. My friends are provided with social benefits.
3. I have a pet.

Task 3 Put the words all, both

1. The children are playing in the school garden.
2. Two brothers enjoy playing tennis.
3. People know that they need friends.

Task 4 Use the articles (a/an, the, -) where necessary

1. What ... nice nose you have!
2. How sunny ... weather is!
3. What ... tasty vegetables I've bought !

Task 5 Use another, other, the other, others, the others

1. I can't talk to you now. Come ... day, please.
2. Some people travel by train, ... like travelling by car.
3. We must all know this. I'll call Ann. Will you tell ...

Task 6 Transform the sentences using the appropriate conjunctions and prepositions

1. Sometimes new residents sell their own homes to get residential care, but this money may not be enough.
2. Looking after elderly people costs a lot of money, local authorities try to do their best to meet the needs of all those in difficulties.

Task 7 Open the brackets

Tom (to begin) talking on phone an hour ago. I think he should finish. He (to talk) on the phone for an hour already.

Task 8 Translate

1. Каждый ребенок должен получать детское пособие, если доход родителей низкий.
2. Инвалиды также обеспечиваются финансовой поддержкой.

Form 11 Test 1 Good luck!





V-3

Task 1 Use the where necessary

1. Alice is too ... young to drive a car .
2. A special school for ... deaf is being built in our town.
3. ... widowed can receive some benefits.

Task 2 Give your reaction (So or Neither)

1. I have never been to London.
2. My parents are provided with social benefits.
3. I can play chess.

Task 3 Put the words all, both

1. The children can play hide and seek in the school garden.
2. Two sisters enjoy playing tennis.
3. The disabled know that they can claim financial help.

Task 4 Use the articles (a/an, the, -) where necessary

1. What ... nice weather!
2. How pretty ... girl is!
3. What ... tasty cakes I've bought !

Task 5 Use another, other, the other, others, the others

1. Tomorrow will be ... sunny day.
2. There are two cakes on the plate. I'd like to have one and you can take ...
3. This pencil belongs to Betty, ... pencil is mine.

Task 6 Transform the sentences using the appropriate conjunctions and prepositions

1. Some of these homes are terrible, some others are pretty good.
2. Looking after elderly people costs a lot of money, local authorities try to do their best to meet the needs of all those in difficulties.

Task 7 Open the brackets

When her mother (to come) Mary (to do) her homework. Mary (to do) it for a long time.

Task 8 Translate

1. Вдовствующие могут получать пособие по потере кормильца.
2. В России некоторые категории людей обеспечиваются финансовой помощью.

Form 11 Test 1 Good luck!

V-4

Task 1 Use the where necessary

1. She became ... dumb when she was three.
2. A special school for ... deaf is being built in our town.
3. ... disabled can receive some benefits.

Task 2 Give your reaction (So or Neither)

1. I will go to university when I finish school.
2. My friends are provided with social benefits.



3. I don't like hot weather.

Task 3 Put the words all, both

1. The boys are playing in the school garden.
2. Alice's friends enjoy playing tennis.
3. People know that they need friends.

Task 4 Use the articles (a/an, the, -) where necessary

1. What ... pretty nose you have!
2. How cold ... weather is!
3. What ... cheap vegetables I've bought!

Task 5 Use another, other, the other, others, the others

1. Yesterday morning I met two girls. One was Matilda but I didn't know ... girl.
2. There are two cakes on the plate. I'd like to have one and you can take ...
3. Some people travel by train, ... like travelling by car.

Task 6 Transform the sentences using the appropriate conjunctions and prepositions

1. Sometimes new residents sell their own homes to get residential care, but this money may not be enough.
2. Social services cost a lot of money. Local authorities organize them to make independent lives possible for many pensioners.

Task 7 Open the brackets

Collin (to become) a professor in 1998. He (to work) at the University since he (to become) a professor.

Task 8 Translate

1. Некоторые мамы получают финансовую поддержку от работодателя.
2. Инвалиды также получают социальные выплаты.

### **Критерии оценивания работ**

Чтение с пониманием основного содержания прочитанного (ознакомительное)

Оценка «5» ставится учащемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке. Заметим, что скорость чтения на родном языке у учащихся разная.

Оценка «4» ставится ученику, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

Оценка «3» ставится школьнику, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

Оценка «2» выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске



определенных фактов, не умеет семантизировать ( понимать значение) незнакомую лексику.

Чтение с полным пониманием содержания (изучающее)

Оценка «5» ставится ученику, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание прочитанного (смысловую догадку, анализ).

Оценка «4» выставляется учащемуся, если он полностью понял текст, но многократно обращался к словарю.

Оценка «3» ставится, если ученик понял текст не полностью, не владеет приемами его смысловой переработки.

Оценка «2» ставится в том случае, когда текст учеником не понят. Он с трудом может найти незнакомые слова в словаре.

Чтение с нахождением интересующей или нужной информации (просмотровое)

Оценка «5» ставится ученику, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

Оценка «4» ставится ученику при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.

Оценка «3» выставляется, если ученик находит в данном тексте (или данных текстах) примерно 2/3 заданной информации.

Оценка «2» выставляется в том случае, если ученик практически не ориентируется в тексте.

Понимание речи на слух

Основной речевой задачей при понимании звучащих текстов на слух является извлечение основной или заданной ученику информации.

Оценка «5» ставится ученику, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи (например найти ту или иную радиопередачу).

Оценка «4» ставится ученику, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

Оценка «3» свидетельствует, что ученик понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

Оценка «2» ставится, если ученик понял менее 50 % текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

Говорение

Говорение в реальной жизни выступает в двух формах общения: в виде связных высказываний типа описания или рассказа и в виде участия в беседе с партнером.

Выдвижение овладения общением в качестве практической задачи требует поэтому, чтобы учащийся выявил свою способность, как в продуцировании связных высказываний, так и в умелом участии в беседе с партнером. При оценивании связных высказываний или участия в беседе учащихся многие учителя обращают основное внимание на ошибки лексического, грамматического характера и выставляют отметки, исходя только исключительно из количества ошибок. Подобный подход вряд ли можно назвать правильным.

Во-первых, важными показателями рассказа или описания являются соответствия темы, полнота изложения, разнообразие языковых средств, а в ходе беседы — понимание



партнера, правильное реагирование на реплики партнера, разнообразие своих реплик. Только при соблюдении этих условий речевой деятельности можно говорить о реальном общении. Поэтому все эти моменты должны учитываться, прежде всего, при оценке речевых произведений школьников.

Во-вторых, ошибки бывают разными. Одни из них нарушают общение, т. е. ведут к непониманию. Другие же, хотя и свидетельствуют о нарушениях нормы, но не нарушают понимания. Последние можно рассматривать как оговорки.

В связи с этим основными критериями оценки умений говорения следует считать:

-соответствие теме,

-достаточный объем высказывания,

- разнообразие языковых средств и т. п.,

а ошибки целесообразно рассматривать как дополнительный критерий.

Высказывание в форме рассказа, описания

Оценка «5» ставится ученику, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь ученика была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

Оценка «4» выставляется учащемуся, если он в целом справился с поставленными речевыми задачами. Его высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

Оценка «3» ставится ученику, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был замедленным.

Оценка «2» ставится ученику, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Учащийся допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

Участие в беседе

При оценивании этого вида говорения важнейшим критерием также как и при оценивании связных высказываний является речевое качество и умение справиться с речевой задачей, т. е. понять партнера и реагировать правильно на его реплики, умение поддержать беседу на определенную тему. Диапазон используемых языковых средств, в данном случае, предоставляется учащемуся.

Оценка «5» ставится ученику, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.



Оценка «4» ставится учащемуся, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» выставляется ученику, если он решил речевую задачу не полностью. Некоторые реплики партнера вызвали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» выставляется, если учащийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

Оценивание письменной речи учащихся

Оценка «5» Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Учащийся показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов. При использовании более сложных конструкций допустимо небольшое количество ошибок, которые не нарушают понимание текста. Почти нет орфографических ошибок. Соблюдается деление текста на предложения. Имеющиеся неточности не мешают пониманию текста.

Оценка «4» Коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Учащийся использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста. Допустимо несколько орфографических ошибок, которые не затрудняют понимание текста.

Оценка «3» Коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Учащийся использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста. Имеются многие ошибки, орфографические и пунктуационные, некоторые из них могут приводить к непониманию текста.

Оценка «2» Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Учащийся не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

1. За письменные работы (контрольные работы, самостоятельные работы, словарные диктанты) оценка вычисляется исходя из процента правильных ответов:

Виды работ	Оценка «3»	Оценка «4»	Оценка «5»
Контрольные работы	От 50% до 69%	От 70% до 90%	От 91% до 100%



Самостоятельные работы, словарные диктанты	От 60% до 74%	От 75% до 94%	От 95% до 100%
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2. Творческие письменные работы (письма, разные виды сочинений) оцениваются по пяти критериям:

а) Содержание (соблюдение объема работы, соответствие теме, отражены ли все указанные в задании аспекты, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

**ПРИ НЕУДОВЛЕТВОРИТЕЛЬНОЙ ОЦЕНКЕ ЗА СОДЕРЖАНИЕ ОСТАЛЬНЫЕ КРИТЕРИИ НЕ ОЦЕНИВАЮТСЯ И РАБОТА ПОЛУЧАЕТ НЕУДОВЛЕТВОРИТЕЛЬНУЮ ОЦЕНКУ;**

б) Организация работы (логичность высказывания, использование средств логической связи на соответствующем уровне, соблюдение формата высказывания и деление текста на абзацы);

в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);

г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);

д) Орфография и пунктуация (отсутствие орфографических ошибок, соблюдение главных правил пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдение основных правил расстановки запятых).

### ПЛАН ЭКЗАМЕНАЦИОННОЙ РАБОТЫ ЕГЭ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Работа состоит из 42 заданий: заданий базового уровня сложности 17, повышенного — 2, высокого — 23.

Заданий с выбором и записью ответа — 21, заданий на установление соответствия позиций, представленных в двух множествах, — 4; заданий на заполнение пропуска в связном тексте заданий — 11; заданий открытого типа с развернутым ответом — 6.

Работа рассчитана на 207 минут.

Обозначение уровня сложности задания: Б — базовый, П — повышенный, В — высокий.

Проверяемые элементы содержания и виды деятельности	Уровень сложности задания	Максимальный балл за выполнение задания	Примерное время выполнения задания (мин.)
<b>Задание 1.</b> Понимание основного содержания прослушанного текста	Б	3	8
<b>Задание 2.</b> Понимание в прослушанном тексте запрашиваемой информации	П	4	8
<b>Задание 3.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 4.</b> Полное понимание	В	1	2



прослушанного текста			
<b>Задание 5.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 6.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 7.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 8.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 9.</b> Полное понимание прослушанного текста	В	1	2
<b>Задание 10.</b> Понимание основного содержания текста	Б	4	8
<b>Задание 11.</b> Понимание структурно-смысловых связей в тексте	П	3	8
<b>Задание 12.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 13.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 14.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 15.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 16.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 17.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 18.</b> Полное понимание информации в тексте	В	1	2
<b>Задание 19.</b> Грамматические навыки	Б	1	2
<b>Задание 20.</b> Грамматические навыки	Б	1	2
<b>Задание 21.</b> Грамматические навыки	Б	1	2
<b>Задание 22.</b> Грамматические навыки	Б	1	2
<b>Задание 23.</b> Грамматические навыки	Б	1	2
<b>Задание 24.</b> Грамматические навыки	Б	1	2
<b>Задание 25.</b> Лексико-грамматические навыки	Б	1	2
<b>Задание 26.</b> Лексико-грамматические навыки	Б	1	2
<b>Задание 27.</b> Лексико-грамматические навыки	Б	1	2
<b>Задание 28.</b> Лексико-грамматические навыки	Б	1	2



<b>Задание</b> 29. Лексико-грамматические навыки	Б	1	2
<b>Задание</b> 30. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 31. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 32. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 33. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 34. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 35. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 36. Лексико-грамматические навыки	В	1	2
<b>Задание</b> 37. Электронное письмо личного характера	Б	6	30
<b>Задание</b> 38. Письменное высказывание с элементами рассуждения на основе таблицы/диаграммы	В	14	60
<b>Задание</b> 39 (1). Чтение текста вслух	Б	1	
<b>Задание</b> 40 (2). Условный диалог-расспрос (экзаменуемый задаёт вопросы)	Б	4	
<b>Задание</b> 41 (3). Условный диалог-интервью (экзаменуемый отвечает на вопросы)	Б	5	
<b>Задание</b> 42 (4). Связное тематическое монологическое высказывание с элементами рассуждения (обоснование выбора фотографий-иллюстраций к предложенной теме проектной работы и выражение собственного мнения по теме проекта)	В	10	

### **ПОРОГОВЫЙ БАЛЛ**

Для поступления в вузы, подведомственные Министерству науки и высшей школы: 30 тестовых баллов.

Для поступления в вузы, подведомственные Министерству просвещения: 30 тестовых баллов.

### **ЧТО МОЖНО ВЗЯТЬ С СОБОЙ НА ЭКЗАМЕН**





Основная образовательная программа среднего общего образования  
МБОУ «СОШ № 51 г. Челябинска»

На экзамене по иностранным языкам разрешается пользоваться техническими средствами, обеспечивающими воспроизведение аудиозаписей, содержащихся на электронных носителях, для выполнения заданий раздела «Аудирование» КИМ ЕГЭ; компьютерной техникой, не имеющей доступ к сети Интернет; аудиогарнитура для выполнения заданий раздела «Говорение» КИМ ЕГЭ.