**Фонд оценочных средств 8 класс**

Фонд оценочных средств для осуществления текущего контроля и промежуточной аттестации разработан на основе «Требований к результатам освоения основной образовательной программы», представленных в Федеральном государственном образовательном стандарте основного общего образования, с учётом распределённых по классам проверяемых требований к результатам освоения основной образовательной программы основного общего образования и элементов содержания, представленных в Универсальном кодификаторе по иностранному (английскому) языку, а также на основе характеристики планируемых результатов духовно-нравственного развития, воспитания и социализации обучающихся, представленной в Примерной программе воспитания (одобрено решением ФУМО от 02.06.2020 г.).

**Формы текущего контроля и промежуточной аттестации**

Для отслеживания динамики результативности учащихся применяются различные формы контроля: промежуточные и итоговые тестовые проверочные работы; самостоятельные работы; фронтальный и индивидуальный опрос; творческие.

Вводятся уже все виды контроля: текущий, тематический, итоговый. Основная цель текущего опроса — проверка того, как идет процесс формирования знаний, умений, связанных с изучением природы, общественных явлений (наблюдать, сравнивать, классифицировать, устанавливать причину, определять свойства), анализ деятельности учителя и корректировка ее в том случае, если это необходимо.

Текущий контроль проводится в период становления знаний умений школьника, а это происходит в разные сроки. В этот период ученик должен иметь право на ошибку, на подробный совместный с учителем и другими учениками анализ своих успехов, ошибок и неудач. Поэтому нецелесообразна поспешность, злоупотребление цифровой отрицательной оценкой, если умение еще не устоялось, а знание не сформировалось. Необходимо тщательно продумывать коллективную работу над ошибками. Текущий контроль может проводиться на каждом уроке в виде индивидуального опроса, выполнения заданий на карточках, тестовых упражнений и др. Для текущего контроля можно использовать упражнения, данные в рабочих тетрадях.

Тематический контроль особенно целесообразно проводить на уроках иностранного языка. Это связано с особенностями этого вида контролирующей деятельности: ученику предоставляется возможность переделать, дополнить работу, исправить отметку, более тщательно подготовившись. То есть при тематическом контроле ученик получает возможность «закрыть» предыдущую отметку и улучшить итоговую отметку в четверти.

Итоговый контроль проводится как оценка результатов обучения за достаточно большой промежуток времени — четверть, год. Итоговые контрольные проводятся таким образом 4 раза в год: в конце первой, второй, третьей и четвертой четверти учебного года.

Учитель систематически использует различные методы и формы организации опроса: устный, письменный (самостоятельные и контрольные работы), а также опрос тестового характера.

Устный опрос —  это диалог учителя с одним учеником (индивидуальный опрос) или со всем классом (фронтальный опрос), очень важно продумать вопросы к беседе, которые проверят не столько способность учеников запоминать и воспроизводить текст (правило, образец), сколько уровень осознанности полученных знаний, умение их применять в нестандартной ситуации.

Письменный опрос — это самостоятельные и контрольные работы. На проведение самостоятельной работы потребуется 10–15 минут. Цель ее: проверить, как идет формирование знаний и умений по теме курса, изучение которой еще не закончено. Основное значение этих работ в том, что учитель вовремя может скорректировать процесс обучения и помочь учащимся устранить возникшие трудности.

Контрольная работа используется при фронтальном текущем или итоговом контроле при проверке усвоения учащимися знаний умений по достаточно крупной теме курса, изучение которой закончено. Очень целесообразно, когда контрольные составлены не как идентичные варианты, а как разноуровневые задания.

**Контрольные работы, предусмотренные рабочей программой, разработанной для воспитанников 8 взвода:**

|  |
| --- |
| Контрольная работа №1 «Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому» |
| Контрольная работа № 2 «Внешность и характер человека (литературного персонажа)» |
| Контрольная работа № 3 «Досуг и увлечения (хобби) современного подростка(чтение, кино, театр,музей, спорт, музыка)»  «Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание» |
| Контрольная работа № 4 «Покупки: одежда, обувь и продукты питания» |
| Контрольная работа № 5 «Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки (ресурсного центра). Переписка с иностранными сверстниками» |
| Контрольная работа № 6 «Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам» |
| Контрольная работа № 7 «Природа: дикие и домашние животные. Климат, погода» |
| Контрольная работа № 8 «Жизнь в городе и сельской местности. Описание родного города (села). Транспорт» |
| Контрольная работа № 9 «Средства массовой информации (телевидение, журналы, Интернет)» |
| Контрольная работа № 10 «Родная страна и страна (страны) изучаемого языка. Их географическое положение, столицы, население, официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи)»  «Выдающиеся люди родной страны и страны (стран) изучаемого языка: учёные, писатели, поэты, спортсмены» |

**Контрольно-измерительные средства**

**Контрольная работа №1 «Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому»**

**Цель:** контроль лексических, грамматических навыков и навыков чтения.

**Задачи:**

**Развивающие:** развивать умения использовать полученные знания на практике.

**Учебные**: определить уровень сформированности навыков чтения, лексических и грамматических.

**Время выполнения:** 40 минут

*1.Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соот­ветствующее место действия, обозначенное цифрами. Используйте каждое место действия из списка 1-5* ***только один раз.*** *В задании есть* ***одно лишнее место действия***

1. In the street
2. At school
3. At a party
4. In a hotel
5. In a shop

*Вы услышите разговор двух подростков. В заданиях 2-7 в поле от­вета запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.*

From the beginning of the conversation it’s clear that ...

1) Daniel and Sandra know each other well.

2) Daniel and Sandra have met for the first time.

3)Daniel and Sandra are classmates at the language school.

Which of the following is true?

1. Daniel is English.
2. Daniel is German.
3. Daniel is Spanish.

How long has Sandra been at the school?

1. 3 days.
2. 1 week.
3. 6 weeks.

How many times has Sandra visited England?

1. Once.
2. Twice.
3. Three times.

Talking about England, Sandra DID NOT say anything about ...

1. the people.
2. the language.
3. the weather.

What present did Sandra buy for her parents?

1. A photo book.
2. Marmalade.
3. Chocolate.

*2. Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами A-G, подберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру* ***только один раз.*** *В задании есть* ***один лишний заголовок.***

1. **The teen guide to good manners**
2. **Why are good manners important?**
3. **A modern guide to table manners**
4. **Knowing cultural differences is important**
5. **Table manners aren’t universal**
6. **Time to talk about good manners**
7. **The best picture book about man­ners**
8. **What are good manners?**

**A** This thoughtful and engaging book for little children presents, in cartoon form, lots of information about manners. It gives funny examples of the right and wrong thing to say and do in all kinds of situations. The cute illustrations let one see what other people experience when you behave badly. It’s never tactless, thanks to the author’s light tone and cheerful drawings. The book should not be missed.

**В** *How Rude!* is a serious etiquette encyclopedia that’s much more than just a manners book. It’s a book that 12- to 20-year-olds will want to read. In 480 pages, the book describes the basics of polite behavior in different situations. It has a lot of practical tips for every occasion. Survey results show what teens, parents, and teachers think about manners and why they’re im­portant.

**C** It’s good that National Children’s Good Manners Month is at the same time when children are coming back to school after a few weeks of summer holidays. As they may have new rules and duties in a new school or year, it’s the perfect time to gently tell children about the importance of good behavior, being polite and respectful, and having good manners both in and out of the classroom.

**D** Social skills are not just about what fork to use. Good manners are pat­terns of behavior which mark someone as a civilized and cultured person. They include everything from how to introduce people to how to eat. If you want to have good manners, then you have to learn dining etiquette, phone etiquette, as well as basic etiquette, which is being polite and holding doors for people.

**E** Around the world, different cultures have different ideas about how to act in public. What is perfectly acceptable in one country might be taboo in an­other. When you’re around people from a different culture, it’s good to know what is considered good manners. If you take the time to learn about specific rules of behavior, you will avoid embarrassing situations and show re­spect for the locals of the country you are visiting.

**F** Children grow up learning basic table manners, such as using utensils, finishing all your food, and eating quietly. But table manners in different cul­tures may differ greatly. What we think of as good manners in our culture may not be so in another. For example, burping or not finishing your food is considered to show respect in some countries. In many Muslim cultures, peo­ple only use their right hand to eat and sometimes don’t use utensils.

**G** Following the rules of etiquette and learning good manners are a must for today’s young people. Others form opinions about them not only by the way they dress but also the way they behave. Good manners are necessary for teenagers to function well in an adult world. Acting in a way that’s so­cially acceptable, young people show respect, care, and consideration for others. Good manners can help them to achieve success in business.

­ *Прочитайте текст. Определите, какие из приведённых утверждений* ***2-10*** *соответствуют содержанию текста* ***(1 — True),*** *какие не соответ­ствуют* ***(2 — False)*** *и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа* ***(3 — Not stated).*** *В поле ответа запишите одну цифру, которая соответству­ет номеру правильного ответа.*

We know you think we Brits drink a lot of tea, and you are quite right in thinking so because we’re a nation that is fond of this nice drink! Since the 18th century, the UK has topped the list for highest tea consumption, getting through 165 million cups a day!

But why we love tea is a complicated matter. There is the lovely taste, of course, perfect to have with a biscuit or two. There is also its warmth, which is important in a climate such as in the UK. But mostly, drinking tea is a part of our culture in Britain. It is thought of as an iconic part of being British.

In fact, the legend of how afternoon tea came into being is another rea­son why we love tea so much. The legend says that *afternoon* or *low* tea was introduced to rich households by Anna Maria, who was the 7th Duchess of Bedford and a friend of Queen Victoria. She often asked her maid to bring her only tea, bread, butter, perhaps even a few scones at around 5 pm because she felt a bit hungry but could not eat a full meal yet. She did this on a daily basis, even inviting her friends to her house to join in. It quickly became a popular social event, and thus, the English afternoon tea was born. This practice soon came into the workers’ families. They found that having a small snack in between the midday meal and evening meal helped to boost energy as most people worked long hours.

Now we come to *high* tea, which is actually dinner. In the past, when afternoon tea could not be taken, high tea was the alternative, which com­bined a snack and a big meal together, and was usually served at about 6 pm. Soon it became common for working people to call their midday meal *dinner* and their evening meal — *tea,* while the rich people called their midday meal *lunch,* and the evening meal — *dinner.* Lots of people name afternoon tea as *high* tea, but this is wrong. Afternoon tea is actually called *low* tea be­cause it was usually eaten in a room with low tables, like a coffee table.

Many visitors from abroad still believe that we are a nation where, in the words of the well-known song, “at half past three, everything stops for tea”. Sadly, these days afternoon tea is usually only an occasional event for the British, a birthday treat in a country house hotel, or a welcome break from a busy day shopping in town. If you’re looking to experience our traditional tea drinking, we recommend visiting a place where afternoon tea is served. There are a lot of places where you can take part in afternoon tea, but small tearooms are usually the best.

1. The article was written by a British person.
2. The UK is the highest tea drinking nation.
3. British started drinking tea in the 18th century.
4. The author explains why British people love tea so much.
5. Queen Victoria is believed to have started the afternoon tea tradition.
6. Afternoon tea became popular with working people.
7. In the past midday meal was called dinner or lunch.
8. Nowadays, traditional afternoon tea is served in hotels.

*3.Прочитайте приведённый ниже текст. Преобразуйте слова, напеча­танные заглавными буквами в конце строк, обозначенных номерами* ***1-9,*** *так, чтобы они грамматически соответствовали содержанию тек­ста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию* ***1-9.***

When British children start studying about Australia, they ask such questions as “Who dis­covered Australia? James Cook\_\_\_\_\_\_\_(be) the first Englishman to discover Australia, wasn’t he?” For many centuries people in Europe were certain that there was a land down under, but nobody\_\_\_\_\_\_(know) how to get to it. The Aborigines\_\_\_\_\_\_\_ (consider) to be the first people to sail there from Asia. They\_\_\_\_\_\_\_ (live) on the continent for more than 40,000 years. In the \_\_\_\_\_\_\_ (two) half of the 16th cen­tury the northern coasts and waters of Australia were visited sporadically by Spanish sailors and \_\_\_\_\_\_(fisherman) from Maritime Southeast Asia Before Captain Cook mapped the east coast of Australia and claimed it for Great Britain in 1770, explorers from several different countries to find the unknown southland. In the 17th century Australia\_\_\_\_\_\_(try explore) by the Dutch mostly. In 1606 their ship and crew led by Janszoon landed in Australia There are also reports that the Portuguese found Australia earlier, in 1522. However, they \_\_\_\_\_ (not accept) by most historians.

*4.Прочитайте приведённый ниже текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

*Lady Dinah’s —* a cat cafe, where people who don’t have pets can go and enjoy the company of cats? The cafe opened in March, and it’s already a big success, with 3,000 bookings made within the first hour. *Lady Dinah’s* is so popular that it’s\_\_\_\_\_\_(possible) to visit it till June! The cafe has 11 cats, donated by people who had to leave the country or who could no longer look after them. The cats are provided with a safe, \_\_\_\_\_\_\_ (comfort) place to live in. It costs five pounds to spend two hours with the cats, plus the cost of food and drink. ‘‘The idea is you can come and have a\_\_\_\_\_ (peace) lunch and be surrounded by cats. If you’re\_\_\_\_\_\_\_(luck), one of them will fall asleep on you!” said Anna Kogan,\_\_\_\_\_\_\_\_(own) of *Lady Dinah’s.*

*5. Ты получил письмо от своего англоговорящего друга по переписке. Напиши ему письмо и ответь на 3 его вопроса. Не забывай о правилах написания письма.*

... Yesterday *our* town celebrated its 250th birthday. The people gath­ered in the central *square. There was a* big show and activities for all ages.

What special events are *marked* with celebrations in your home town? How do *people* in your home town celebrate its birthday? How does *your school take part in this* event? ...

|  |
| --- |
| **Контрольная работа № 2 «Внешность и характер человека (литературного персонажа)»** |

**Цель:** контроль лексических, грамматических навыков и навыков чтения.

**Задачи:**

**Развивающие:** развивать умения использовать полученные знания на практике.

**Учебные**: определить уровень сформированности навыков чтения, лексических и грамматических.

**Время выполнения:** 40 минут

*1.Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соот­ветствующее место действия, обозначенное цифрами. Используйте каждое место действия из списка 1-5* ***только один раз.*** *В задании есть* ***одно лишнее место действия.***

1. In the street
2. At a hotel
3. At an airport
4. At a travel agency
5. At a railway station

*Вы два раза услышите пять высказываний, обозначенных буква­ми А, В, С, D, Е. Установите соответствие между высказываниями и утверждениями из следующего списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6* ***только один раз.*** *В задании есть* ***одно лишнее утверждение.***

1. The speaker has never travelled abroad.
2. The speaker had fun at the summer camp.
3. The speaker talks about his/her bad travel experience.
4. The speaker talks about his/her dream travel destination.
5. The speaker prefers staying in his/her home town during the holidays.
6. The speaker wants his/her future profession to be connected with travelling.

*2.Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами A-G, подберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру* ***только один раз.*** *В задании есть* ***один лишний заголовок.***

1. **Choosing the right place and time**
2. **Take care of your documents**
3. **Making reservations is easy**
4. **Don’t worry, travel happy**
5. **When reservation is not needed**
6. **Good touring sights strategies**
7. **One bag is enough**
8. **Learn about your destination be­fore you go**

**A** The world is always changing, and it’s necessary to travel with the most up-to-date information. Guidebooks and travel websites can help you in get­ting started. Tourism websites are a great place to begin planning your trip. Many of the sites are packed with practical information, suggested routes, city guides, interactive maps, colorful photos, and free downloadable bro­chures describing walking tours and more. You don’t need to wait until you get to your travel destination to use their information.

**В** Don’t pack a lot of things. Packing wisely is important for your own good. You can’t travel heavy and happy. Take this advice seriously. You’ll walk with your luggage more than you think you will. Before your journey, give yourself a test. Pack up completely and practice carrying your luggage. If you can’t, thin things out. When you don’t have much luggage, you’re less likely to get something wrong with it. You don’t have to worry about your luggage getting lost, broken, or stolen.

**C** For most tourists, visiting the world’s greatest attractions is the highlight of a trip. Some people walk into major museums, churches, and ancient places of interest, stare for a few minutes, and then walk out. Be a respect­ful visitor. With a little preparation and know-how, your sightseeing might be more significant. You can’t possibly cover everything — so don’t try. First of all, don’t miss the masterpieces. If you have any energy left afterwards, you can explore other areas of specific interest to you.

**D** If you decide to travel on your own, book tickets and accommodation beforehand. Nowadays, almost every hotel has a website. Just fill in a special form or send an email in simple English with your preferred dates, number and type of rooms, number of nights, date and time of arrival and departure. To stay away from mystification, be sure you use the hotel’s official site and not a booking agency’s site; otherwise, you may pay higher rates than you should.

**E** Your trip abroad won’t get off the ground if you don’t prepare your pass­port, a visa, and the tickets before your leaving date. Keep an eye on your passport’s expiry date. If necessary, get your passport renewed before you go. A visa is a stamp placed in your passport, allowing you to enter the for­eign country. If you need a visa, it’s best to get it before you leave. It’s also smart to make photocopies of your passport and tickets. It’s easier to replace a lost or stolen passport and tickets if you have a photocopy.

**F** In a foreign country people might do things — and see things — diffe­rently. By being open to differences and staying open-hearted, you will be able to have a better time in a foreign country. Much of the success of your trip will depend on the attitude you pack. Expect problems, but take them easier and creatively. You may well make some friends and get some amaz­ing impressions. This is the main idea of travel that you’ll enjoy long after your trip is laid up neatly in the photo album.

**G** Some people can choose when to take their holidays, but many others have less choice. Fortunately, all the countries welcome visitors 365 days a year. Each season offers different adventures and experience. Summer is great for travelling — except for the crowds and high temperatures. Sunny weather and exciting nightlife turn popular travel destinations into a powerful magnet. But off-season is for you to enjoy popular sights in their glory with no crowds and more peaceful atmosphere.

*Прочитайте текст. Определите, какие из приведённых утверждений* ***2-9*** *соответствуют содержанию текста* ***(1 — True),*** *какие не соответст­вуют* ***(2 — False)*** *и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа* ***(3 — Not stated).*** *В поле ответа запишите одну цифру, которая соответству­ет номеру правильного ответа.*

Marilyn told herself that Ria’s instructions about what to do on arriving in Dublin had been excellent. Ria advised that she should get a bus to the city, leave her bags, and walk up to have breakfast in a Grafton Street coffee shop. This way she could pass O’Connell Bridge on the River Liffey, the en­trance to Trinity College, and she would see the various bookshops and gift stores which she might like to explore later. After breakfast she should go up and walk around St Stephen’s Green. A few statues and places of interest were listed in the program, ending up at a place where she should take a taxi, pick up her luggage, and head for Tara Road. One of the people already mentioned would be there to welcome her and show her around.

It had all gone very well. Marilyn had not properly remembered the whole city from her visit before. It had certainly changed and become much more attractive. The traffic was much denser, the cars bigger, the people better dressed. Around her were foreign accents, different languages. It was not only the American tourists who came to the craft shops nowadays; the plac­es seemed full of other Europeans.

At around eleven thirty her feet were beginning to feel tired. It was time to find her new home. The taxi-driver told her a long complicated tale of unhappiness about there being too many taxis allowed on the streets of the city and not enough work for them all. He said that most people were off exploring the world, that he was sorry that he hadn’t gone to America like his brother, who now had a German wife. As he drove into Tara Road, he said that it was the fastest-growing place in Dublin.

When Marilyn came to Tara Road, the door was opened by a dark, good­looking man in his early forties. He came down the steps. “On Ria’s behalf you’re welcome to Tara Road,” he said. “I’m Colm Barry, neighbour and friend.”

Ria’s photographs had not lied. The house was wonderful. On the table was a huge bowl of roses. “Ria asked me to leave those for you,” he said. Colm carried Marilyn’s bag upstairs and showed her the main bedroom.

“I expect this is where you’ll be, I’m sure all the details were written out for you. It took Ria several weeks to prepare for your visit.”

1. Ria gave Marilyn some pieces of advice about what to do in Dublin.
2. When Marilyn arrived in Dublin, she bought some books and gifts.
3. Marilyn had never been in Dublin before.
4. Marilyn came to Dublin from America.
5. Marilyn was disappointed with what she saw in the streets of the city.
6. The taxi-driver was not satisfied with his life in Dublin.
7. Tara Road was Marilyn’s final destination.
8. Ria was expected to come to Tara Road

*3.Прочитайте приведённый ниже текст. Преобразуйте слова, напеча­танные в скобках, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

The best way to travel between the centre of London and Paris or Brussels is by Eurostar trains. They carry\_\_\_\_\_ (many) travellers be­ tween these destinations than all airlines travelling these routes combined.

The \_\_\_\_\_ (one) Eurostar train travelled along the Channel Tunnel after a new high-speed railway\_\_\_\_(open be) on 14 November, 1994. Since that time, the trains \_\_\_\_\_\_ (able) to travel through parts of the UK at an unbelievable 186 miles (300 kilometres) per hour. Express trains had already run in Belgium and France, and it was quite embarrassing when trains \_\_\_\_\_\_(have to) slow down when getting to the UK. Now they need not, and people using the service to go to Paris in France or Brussels in Belgium \_\_\_\_\_\_(be able) to get there in 20 min­utes \_\_\_\_\_\_ (little) time. The second section of the railway, \_\_\_\_\_\_ (run) from north Kent to St Pancras station in London, was finished in 2007. If passengers choose to travel by Eurostar train, they \_\_\_\_\_(be able) to get from London to Brussels in two hours, and to Paris in just 15 minutes more.

*4.Прочитайте приведённый ниже текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

Nowadays more and more people enjoy foreign travel and having an opportunity to visit \_\_\_\_ (wonder) places. Some people doubt if it is better to go on package holidays or to travel on your own. The answer depends on what kind of \_\_\_\_\_\_ (tour) you are. Not everyone has the same reason for travelling. Although I advocate independent travel, I’m not anti-tour. In fact, my travel agency offers tours. Holidays organized by a travel agency have some advantages. They are quite\_\_\_\_\_(expensive) Plus, you do not have to queue to get a ticket and needn’t worry about meal and\_\_\_\_\_\_(accommodate). On the other hand, independent travel is\_\_\_\_\_\_ (excite) because it makes you be imaginative and ready to take on surprise challenges. Some people think that travelling on your own might be\_\_\_\_\_ (safe). In fact, organising your own trip is more adventurous.

*5. Ты получил письмо от своего англоговорящего друга по переписке. Напиши ему письмо и ответь на 3 его вопроса. Не забывай о правилах написания письма.*

*My family came back home from our* holidays *in Greece. It was our* first holiday *abroad.* it was *super. Where do you usually spend your holidays with your family? Where did you go last time? what did you do there?*

**Контрольная работа № 3 «Досуг и увлечения (хобби) современного подростка(чтение, кино, театр,музей, спорт, музыка)»**

**Цель:** контроль лексических, грамматических навыков и навыков чтения.

**Задачи:**

**Развивающие:** развивать умения использовать полученные знания на практике.

**Учебные**: определить уровень сформированности навыков чтения, лексических и грамматических.

**Время выполнения:** 40 минут

*1.Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соот­ветствующее место действия, обозначенное цифрами. Используйте каждое место действия из списка 1-5* ***только один раз.*** *В задании есть* ***одно лишнее место действия.***

1. At school
2. In a shop
3. At the doctor’s
4. At home
5. In a park

*Вы два раза услышите пять высказываний, обозначенных буква­ми А, В, С, D, Е. Установите соответствие между высказываниями и утверждениями из следующего списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6* ***только один раз.*** *В задании есть* ***одно лишнее утверждение.***

1. The speaker suggests some ways to make kids fit.
2. The speaker thinks that kids with physical disabilities can’t have an active way of life.
3. The speaker thinks that it is difficult to give marks for fitness.
4. The speaker thinks that healthy and unhealthy children should be marked in different ways.
5. The speaker believes that giving marks for fitness will make kids pay more attention to being fit.
6. The speaker thinks that the idea to give marks for being fit won’t work.

*2.Прочитайте и установите соответствие между текстами и их за­головками: к каждому тексту, обозначенному буквами А-G, подбе­рите соответствующий заголовок, обозначенный цифрами 1-8. Ис­пользуйте каждую цифру* ***только один раз.*** *В задании есть* ***один лишний заголовок.***

**1. More exercise needed**

**2. When fatter is better**

**3. Who is more active?**

**4. What’s on the menu?**

1. **Movement is life**
2. **Too much of a good thing**
3. **Making lunches healthy**
4. **What do kids know about health?**

**A** A big bowl of milk and cereal can be a great way to start the day. Many favourite products for breakfasts are full of useful elements, such as vitamins and minerals, that help our bodies stay strong and healthy. Families who want to eat healthily like it very much. But some of these foods are packed with too many vitamins and minerals. More isn’t always better. These extra ele­ments may be more harmful than helpful.

**В** US fitness guidelines recommend an hour or more of physical activity every day. According to the study, only 1 in 4 US kids meets the recom­mendation. The study found that obese teens were less active than normal­weight girls and boys. Overweight girls were a bit less active than normal­weight girls, but levels were almost the same among overweight and normal­weight boys. The study also says that the overall obesity rate for children aged 2 to 19 is about 12.5 million kids.

**C** *TIME For Kids* were wondering: when it comes to health-related problems, how knowledgeable are kids? We conducted a survey to find out. The answers were impressive. They showed that kids know a lot about staying healthy and that they want to learn even more. When it’s time to choose a snack or an activity, many kids would like to make a healthy choice. Does all of this knowl­edge lead to healthy habits? In many cases, it does.

**D** 44 million US kids participate in organised sports. The experts studied 200 kids who played on 29 soccer, baseball, and softball teams. The kids wore sensors to find out how active they were during practices. During each practice, kids were inactive for almost 30 minutes; they received verbal in­struction and waited for turns. Team sports aren’t enough exercise. Kids have to do more than just join a team.

**E** The average American child spends more than 20 hours a week in school. That means kids are doing a good part of their daily eating there as well. Adults must be sure that kids not only are getting knowledge but are feeding their bodies as well. Lunch calories have to be 750 to 850 for high schools. Many students said that low-calorie meals left them hungry. To deal with this problem schools got more flexibility deciding what meat and grain dishes to serve.

**F** School lunches should become better. New standards for snacks that in­clude more fruits, vegetables, low-fat dairy, and proteins as the central in­gredients were developed. The new standards also limit the calories, sugar, and fat these lunches contain. Primary schools can only sell water, 100% fruit or vegetable juice, and low-fat or fat-free milk. These changes are expected to lower the obesity rates of kids.

**G** You’ve just had a heart attack, and you’re on the way to the hospital. If you’re overweight or a bit obese, you’re actually more likely to get well after the heart attack than if you were a normal-weight or underweight person. It’s what doctors call the “obesity paradox”. While being overweight probably helped to send you to hospital with a heart attack in the first place, that ex­tra weight could work in your favor after the event.

*Прочитайте текст. Определите, какие из приведённых утверждений* ***2-9*** *соответствуют содержанию текста* ***(1 — True),*** *какие не соответст­вуют* ***(2 — False)*** *и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа* ***(3 — Not stated).*** *В поле ответа запишите одну цифру, которая соответству­ет номеру правильного ответа.*

You want to know about me? I’m flattered, really ... I guess I should start from the beginning (because that seems like a reasonable enough place to start). Sports have influenced practically every aspect of my life, so I’ll start this autobiography around athletic moments in my life.

My name is Michelle. I was born on October 16th, 1989, on Long Island. I was then brought home into the house where 3 older sisters, my parents, a grandmother, and a great-grandmother lived.

My poor father had always dreamed of having a son with whom to share his knowledge of sports and make memories, as he had with his father. He decided that it was better to ignore that I was a girl than to have another child, and to this day I don’t think he has fully accepted that I am not a boy.

When I was little and all the girls were comparing Veterinarian Barbie to Cowgirl Barbie, I was collecting baseball cards and other Yankees souvenirs. My father didn’t tell me unrealistic girly tales like how Cinderella found Prince Charming and how they lived happily ever after, but about how the Boston Red Sox would never become a great team like our favorite Yankees.

When I was old enough, he let me play softball because that was the closest thing to baseball that girls could play. In the end, my softball career went downhill. In the school locker room, I heard of a strange sport called lacrosse. I had never heard of it before. It sounded interesting, so I decided to try to play lacrosse, and the next thing I knew I had fallen in love with the sport. I went on to play during the summer league, the autumn training sea­son, the winter indoor club team, and the spring school season. The autumn season of my first year of high school was a very important one because it introduced me to the sport that would define my college career. At some point between lacrosse seasons, my friends said that they were playing Ulti­mate on the softball field. “Ultimate what?” I thought. Despite my confusion, I joined in on the game. By chance, I had found a great game, Frisbee, to play in between lacrosse seasons to keep in shape. Little did I know ...

It was the summer before my third year of high school. One day — a rainy day or maybe it was sunny, not that it matters — I got ill. By the time spring season arrived, my condition hadn’t improved, and I couldn’t play. My great lacrosse career had been finished.

I got back into my club sport, Ultimate. Every Friday afternoon I was out on the baseball fields, playing with friends, but watching the lacrosse team practice on the next fields still hurt because I knew I couldn’t play.

By the time I got to college, I was healthy and strong enough and had a choice to make: club lacrosse or club Ultimate? I weighed up everything and decided to join the Ultimate Frisbee team. It was an all-girls team. I threw myself into Ultimate and spent a year practicing my throws and my deep cuts and going to tournaments at the weekends. I even spent spring holidays in Savannah and played Ultimate all week long.

Even though softball, lacrosse, Ultimate have all been incredible, I can only hope that more sports will come along and change my life for the better.

Michell`s father’s dream about having a son didn`t come.

Michell`s father ignored her.

Michell liked things that boys are usually fond of.

Michell started playing baseball at school.

Lacross was very popular at school.

Michell wanted to try Frisbee very much.

Michell stopped playing lacrosse when she entered college.

Michell became a Frisbee champion.

*3.Прочитайте приведённый ниже текст. Преобразуйте слова, напеча­танные в скобках, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

It was a bright morning. Mr Sanders \_\_\_\_\_\_(drink) his coffee when he heard a bump and a crash. A tennis ball \_\_\_\_\_\_(lie) near his feet. A window glass \_\_\_\_\_ (break) and there was a noise at the door. He opened the door, and there stood a boy asking for his ball. “I’ll give you the ball back only when your father \_\_\_\_\_(pay) for the glass. It is a very expensive one.” Mr Sanders was sure that the boy would ask to be forgiven. He expected to hear that it was the first time and he would never do it again. But to his surprise the boy said, “I’m really sorry, I\_\_\_\_\_\_(not do) it on purpose. Please write the sum for two glasses, and my father will pay for\_\_\_\_\_\_ (they not) I can’t promise that I \_\_\_\_\_\_(do) it again”. “But how can you be sure to do it for the second time?” Mr Sanders asked angrily. The boy explained, “I \_\_\_\_\_ (practice) tennis for a few years, and I’m sure that each shot can also be a glass breaker”. The same confidence made this boy a cham­pion playing for his country in the world champi­onship some years\_\_\_\_ (late).

*4.Прочитайте приведённый ниже текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

Healthy food and exercise can stimulate better learning. \_\_\_\_\_\_(unfortunate), many of our

children are eating poorly. That does not mean that they have nothing to eat but the food is low quality. What’s more, almost all of them are leading\_\_\_\_\_\_ (active) lifestyles. As a result,

serious and costly health problems, such as \_\_\_\_\_\_\_ (obese) and type 2 diabetes in kids, are increasing. It is reported that one in six American children is\_\_\_\_\_\_(weight).

Among the many \_\_\_\_\_\_\_ (responsible) of schools is teaching children how to lead a healthy lifestyle. Healthy eating does not mean staying \_\_\_\_\_\_\_(realistically) thin or refusing from the foods you love. Rather, it’s about feeling great, being more energetic, and keeping your­self as healthy as possible.

*5. Ты получил письмо от своего англоговорящего друга по переписке. Напиши ему письмо и ответь на 3 его вопроса. Не забывай о правилах написания письма.*

... We *had a sports day at school yesterday.* It was so much *fun!* I love sport; It helps me to keep fit.

What *do you do* to keep *fit? How do you care about your health? what food do you prefer? ...*

**Контрольная работа № 4 «Покупки: одежда, обувь и продукты питания»**

**Цель:** контроль лексических, грамматических навыков и навыков чтения.

**Задачи:**

**Развивающие:** развивать умения использовать полученные знания на практике.

**Учебные**: определить уровень сформированности навыков чтения, лексических и грамматических.

**Время выполнения:** 40 минут

*1.Вы два раза услышите пять высказываний, обозначенных бук­вами А, В, С, D, Е. Установите соответствие между высказываниями и утверждениями из следующего списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6* ***только один раз.*** *В задании есть* ***одно лишнее утверждение.***

1. The speaker does not like that his/her classmates are dressed alike.
2. The speaker says that people should not be afraid to experiment.
3. The speaker believes that every dress tells a story.
4. The speaker says that teenagers should spend their own money on things they need.
5. The speaker believes that people should not pay too much attention to clothes.
6. The speaker talks about the most important item of an outfit.

*Вы услышите разговор двух молодых людей. В заданиях 2-7 в поле ответа запишите одну цифру, которая соответствует номеру правиль­ного ответа. Вы услышите запись дважды.*

For Joan, shopping is ...

1. hard work.
2. enjoyable.
3. a necessity.

In Topshop Joan bought ...

1. a pair of jeans.
2. a denim jacket.
3. everything she had tried on.

During the conversation Mike decides to ...

1. invite Joan to his after-school party.
2. ask Joan to help him with his outfit.
3. ask Joan to go shopping with him.

From Joan’s point of view, at a party Mike should wear something ...

1. new.
2. casual.
3. formal.

During the summer holidays Mike is going to work ...

1. at a supermarket.
2. in a health club.
3. at a sports centre.

Joan refuses to go to the cafe with Mike because she is ...

1. hurrying to a party.
2. going shopping.
3. hurrying home.

*2.Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами A-G, подберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру* ***только один раз.*** *В задании есть* ***один лишний заголовок.***

1. **A greater choice**
2. **At any hour**
3. **Make sure if an online site is trustworthy**
4. **The main advantage**
5. **Online shoppers: who are they?**
6. **The methods are the same**
7. **The only inconvenience**
8. **Keep your shopping under control**

**A** The Internet has now become the shopping centre of America. An over­whelming 76 % of online users have bought at least one product or service. Online shoppers are like a snapshot of a busy shopping centre on a Saturday afternoon. They are your husband, your wife, your girlfriend, your brother, your children, and even your grandparents. They are more or less half men, half women — 51 % to 49%.

**В** Before the Internet, you would go to the shopping centre or buy through a mail order catalogue. With the evolution of online shopping, buying items is as easy as the click of a mouse. Both online and traditional shops have modern techniques which are used to make you buy products. There’s a sci­ence behind what makes people spend money. Just like traditional shops can make you buy as many items as possible, online shops can, too: the people online are not different from the people who shop in real shops; they’re one and the same person.

**C** Online shopping has its problems and risks, but it is still very popular. It is true that you definitely have to do your best to avoid these risks. How­ever, the Internet is much better than traditional shopping. Unlike traditional stores, which often have times they’re closed, online shopping is open 24 hours a day, seven days a week from your computer or any mobile device. You can shop in the middle of the night, early in the morning, or any time that is good for you. Online shops never close.

**D** With the help of online shops, people can buy things from all over the world and at relatively cheaper prices with equally good quality. Online shop­ping is great, and it is no more risky than dealing with a physical shop. An online site is no more dangerous than using a credit card in a real shop. But the problem is that not all online shops can be trusted. There will always be crime and always be criminals. So you should learn more before you start to shop online.

**E** Shopping online is not without its problems or risks, but it suits perfectly those who do not wish to travel to a real store. Shopping online not only gives customers more choices, better prices, and product reviews, it gives shoppers a way to avoid long queues during busy shopping times, and it saves gas for shoppers. Also, the weather never affects the process of online shopping. The most trouble you’ll have with shopping online is going to the post office.

**F** Online shopping is, for many reasons, much better than traditional shop­ping. First of all, there is a much broader selection of goods which you can buy. With the help of online shops, people can buy things from every corner of the world. More than that, there are many products that can be bought exclusively online. Shopping online people can buy things they cannot other­wise get. It is the perfect place to find everything you want to buy.

**G** Before you go online, decide what exactly you are going to buy. Make a list of the items you need and then keep to it. Avoid clicking on other items or recommendations to limit the wish to buy more than you have planned. Limit your shopping time so that you are focused only on what you are look­ing for. Set an online shopping budget and don’t spend more. Don’t shop when you are stressed. You might buy items you do not really want or need.

*Прочитайте текст. Определите, какие из приведённых утверждений* ***2-9*** *соответствуют содержанию текста* ***(1 — True),*** *какие не соответст­вуют* ***(2 — False)*** *и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа* ***(3 — Not stated).*** *В поле ответа запишите одну цифру, которая соответству­ет номеру правильного ответа.*

Tarquin is Suze’s cousin and is one of the richest people in Britain. (He is also one of the worst-dressed.) He’s very sweet, but I never used to pay much attention to him.

I open the front door and say brightly, “Tarquin!”

“Becky,” he says, staring at me as though I’m the lost treasure of Tu­tankhamen.

And he’s looking as thin and strange as ever, with a strange green hand- knitted jumper stuffed under a tweed waistcoat and a huge old watch dangling from his pocket. I’m sorry, but surely the fifteenth-richest man in England, or whatever he is, should be able to buy a nice new Timex?

“Well — come on in,” I say.

“Great,” says Tarquin, and follows me into the sitting room. “I heard you were moving to New York,” Tarquin says suddenly, staring at the floor. “Is that true?”

‘Yes,” I say, unable to stop smiling. “That’s the plan.”

“I went to New York once myself,” Tarquin says. “I didn’t really get on with it.”

“I can believe that. It’s a bit different from Scotland, isn’t it? Much more ... frantic.”

“Absolutely!” he says. “That was just it. Too frantic. And the people are absolutely extraordinary. Quite mad, in my opinion.”

“Tarquin,” I say. “There is something I ... I really want to say to you. I’ve wanted to say it for a while, actually.”

‘Yes?” he says. “What ... What is it?” He meets my eyes with worry, and I feel a bit nervous. But now I’ve started; I’ve got to go on. I’ve got to tell him the truth. I push my hair back and take a deep breath.

“That jumper,” I say. “It really doesn’t go with that waistcoat.”

“Oh,” says Tarquin, looking surprised. “Really?”

‘Yes!” I say. “In fact ... it’s horrible.”

“Should I take it off?”

‘Yes, in fact, take the waistcoat off, too.”

Obediently he takes off the jumper and the waistcoat — and it’s amazing how much better he looks when he’s just in a blue shirt. Almost ... normal! Then I had a sudden inspiration.

“Wait here!”

I hurry to my room and get one of the bags sitting on my chair. There’s a jumper inside which I bought a few days ago for Luke’s birthday, but I’ve discovered he’s already got exactly the same one, so I was planning to take it back.

“Here!” I say, arriving back in the sitting room. “Put this on.”

Tarquin puts the black jumper on — and what a difference! He’s actually starting to look quite good.

‘Your hair,” I say, staring critically at him. “We need to do something with that.”

Ten minutes later I’ve wetted it, blow-dried it, and smoothed it back with a bit of mousse. And I can’t tell you. It’s a transformation.

“Tarquin, you look wonderful!” I say — and I really mean it. He’s still got that thin, bony look, but suddenly he doesn’t look geeky anymore, he looks kind of ... interesting.

“Really?” says Tarquin, staring down at himself. He looks a little shocked, but the point is, he’ll thank me later.

A car horn sounds from outside, and we both jump.

“Well — have a good time,” I say, suddenly feeling like his mother. “To­morrow morning, just wet your hair again and push your fingers through it, and it should look OK”.

"Right,” says Tarquin, looking as if I’ve given him a long mathematical formula to memorise. “I’ll try to remember. And the jumper? Shall I return it by post?”

“Don’t return it!” I say in horror. “It’s yours to keep and wear. A gift.” “Thank you very much, Becky,” says Tarquin.

1. Becky thinks that rich people should dress accordingly.
2. Tarquin didn’t like his stay in New York.
3. Becky and Tarquin live in Scotland.
4. Becky doesn’t think much before talking to Tarquin about how he looks.
5. Tarquin doesn’t care much about what he wears.
6. The black jumper, which Becky offers Tarquin to put on, is from a fa­mous designer.
7. Becky makes Tarquin look more attractive.
8. Tarquin gives the jumper back to Becky.

*3.Прочитайте приведённый ниже текст. Преобразуйте слова, напеча­танные в скобках, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

Beauty contests for children are called beauty pageants. They \_\_\_\_\_ (take) place primarily in the United States and the United Kingdom since the 1960s. As well as in the past, today\_\_\_\_(judge) children for their looks, presentation, modelling skill, confidence, and skill in per­formance art. Lately, such contests have raised a lot of questions about their positive and negative ef­fects on kids. Some psychologists say that participating in a beauty contest\_\_\_(give) girls strength, courage, and confidence. Also, beauty contests teach kids to care \_\_\_\_(much) about what they wear and what they look like. On the other hand, children who compete in beauty pageants are often between the ages of 2 and 10, but they can be even \_\_\_\_\_(young). I think there should be an age limit because when you are older, you can make your own decisions and won’t be as upset if you \_\_\_\_(not win). Besides, contests should bebased on natural looks and personality and not on how much make-up you can put onto \_\_\_\_\_(you) face. In general, beauty contests are fun! Unluckily, in the UK pageants do not happen very often. I wish there\_\_\_\_(be) more beauty contests for kids in the UK. I would enter a beauty contest myself if I \_\_\_\_\_(have) a chance of winning! Everyone should have a chance!

*4.Прочитайте приведённый ниже текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

It’s always hard to decide what (exact) you want to wear for a job interview. For men, a conservative suit, a collared shirt, and preferably a tie to go with that. Wearing a belt with leather shoes and dark socks would be a (sense) choice, too. For women, a suit of (busy) class would be perfect. Generally, a skirt suit would be the preferred choice, remembering to keep the skirt at a (long) not more than 1 inch (2.54 cm) above the knee. As to the selection of color, darker colors that are coor­dinated with your shoes are the best choice.

*5. Ты получил письмо от своего англоговорящего друга по переписке. Напиши ему письмо и ответь на 3 его вопроса. Не забывай о правилах написания письма.*

... Most *of my classmates are addicted to shopping. Shopping seems to he the only thing they want to do in their free time. I like shopping,* too, but l wouldn't *say I am a shopaholic.*

*What do you think* about shopping in *your free time?* What do you go shopping *for?* what was the last piece *of clothing you* bought? ...

**Контрольная работа № 5 «Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки (ресурсного центра). Переписка с иностранными сверстниками»**

**Цель:** контроль лексических, грамматических навыков и навыков чтения.

**Задачи:**

**Развивающие:** развивать умения использовать полученные знания на практике.

**Учебные**: определить уровень сформированности навыков чтения, лексических и грамматических.

**Время выполнения:** 40 минут

*1.Вы два раза услышите пять высказываний, обозначенных буква­ми А, В, С, D, Е. Установите соответствие между высказываниями и утверждениями из следующего списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6* ***только один раз.*** *В задании есть* ***одно лишнее утверждение***

1. The speaker talks about the city that impressed him/her.
2. The speaker describes a situation when he/she was lucky.
3. The speaker describes the perfect place for a family holiday.
4. The speaker says that travelling brings relatives together and can make them closer.
5. The speaker says that he/she likes seeing the sights on the way.
6. The speaker describes an unlucky experience.

*2.Вы услышите разговор двух друзей. В заданиях 2-7 в поле ответа запишите одну цифру, которая соответствует номеру правильного отве­та. Вы услышите запись дважды.*

2.Where did the friends decide to eat?

1. In an Italian restaurant.
2. In a Korean restaurant.
3. In a place where English food is served.

3.What did Peter want to buy?

1. Sports shoes.
2. A sports bag.
3. Sports clothes.

4.Which problem did Peter discuss with Kate?

1. A problem with friends.
2. A health problem.
3. A money problem.

5.What clothes does Peter like?

1)Bright.

2)Informal.

3)Trendy.

6.Who didn’t like Kate’s new boots?

1. Her mum.
2. Her friends.
3. Her neighbours

7.Which of the following does Peter prefer to buy online?

1)CDs.

2)Books.

3)Sportswear.

*3.Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами A-G, подберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру* ***только один раз.*** *В задании есть* ***один лишний заголовок.***

1. **Better together 5. Make the right food choices**
2. **Good for your mind 6. Food is not responsible**
3. **Choose healthy holidays 7. We make them richer**
4. **Find what you enjoy 8. Preference for fast food**

**A** There are so many forms of exercise and physical activity and so many ways to enjoy them that you should not have any reason not to do so. How many different places are there to enjoy taking a walk? A park, a museum, downtown, and many more. How about the different types of exercise besides walking? There’s riding a bike, playing tennis, football, lifting weights, yoga, dancing, gardening, and cutting the grass. Try different activities and you will see what you like.

**В** All too often, people snack on unhealthy foods because they are easy to get. If you are out for the day, make sure to bring some fruit, yoghurts, chopped up vegetables, popcorn, or some crackers so that you won’t eat junk food. Choosing healthy foods for snacking is also a great way to add extra vitamins and minerals to your diet. If you find you are snacking because you are bored, find something else to do. Go for a walk or email a friend — anything to take your mind off food.

**C** How to be more active when you have a rest from school or work? The choice is wide. A running camp in the Alps, retro yoga on the Isle of Wight, freestyle skiing in Switzerland, mountain biking in Vermont — you can get active with one of these healthy trips. It will change your life for the better: you’ll be fitter and thinner. Pretty nature will take your mind off your work.

**D** A new study says we are fat because we move so much less, not because we eat more. A new analysis of eating habits and activity levels accuses our inactive lifestyle of obesity. People are not eating any more than they used to over the last 20 years, say researchers. What has really changed, how­ever, are exercise levels or how much people move — or rather, don’t move. 40 % of adults say they are involved in no physical activity. 20 years ago the figures were 15%.

**E** Regular running can reduce your risk of chronic illnesses. It helps to keep you healthy. It can also boost your mood and keep your weight under control. Besides, it is widely accepted that running makes you feel good! Running helps to get rid of excessive adrenalin and other stress hormones. It can really help with staying calm, relaxed, and keeping things in perspective — and free your mind from daily worries and problems. Many people say running is their best thinking time.

**F** Once you have become overweight or obese, your body wants more cal­ories just to keep warm and move around normally. Obesity increases the body’s needs for food and makes it harder to be active. And that plays straight into the pockets of the food and drink industry: extra bodyweight is a pot of gold for food companies as an overweight child will eat 10-20% more food in its life than a normal-weight one.

**G** Family meals may be making you healthier. Eating together — even if it’s just once or twice a week — boosts how much fruit and vegetables kids eat. Watching your parents and brothers or sisters eat teaches you good habits. Kids whose families always ate together had the recommended five portions of fruit and vegetables each day. Experts say if children are eating better in childhood, they will be more likely to make healthier choices in adult life.

*Прочитайте текст. Определите, какие из приведённых утверждений соответствуют содержанию текста* ***(1 — True),*** *какие не соответст­вуют* ***(2 — False)*** *и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа* ***(3 — Not stated).*** *В поле ответа запишите одну цифру, которая соответству­ет номеру правильного ответа.*

Nobody walks anywhere in America nowadays. The ordinary American walks less than 75 miles a year — about 1.4 miles a week, only 350 yards a day. I walk more than that just looking for the channel changer.

One of the things we wanted when we moved to America was to live in a town within walking distance of shops. Hanover, where we came to live, is a small, typical New England town, pleasant and compact. It has a wide vil­lage green, an old-fashioned Main Street, nice college buildings with big lawns, and leafy streets. It is, in short, an agreeable, easy place to walk. Nearly everyone in town is within a five-minute walk of the shops, and yet as far as I can tell no one does.

I walk to town nearly every day when I am at home. I go to the post of­fice or library or the local bookshop, and I stop at Rosey Jekes Caf6 for a cappuccino. All this is a big part of my life, and I wouldn’t dream of doing it other than on foot. People have got used to this eccentric behaviour now, but several times in the early days neighbours used to slow down and offer me a lift.

“But I’m going your way,” they used to say when I politely said no. “Really, it’s no trouble.”

“Honestly, I enjoy walking.”

“Well, if you’re absolutely sure,” they used to say and leave, as if they felt they were leaving the scene of an accident.

People have become so habituated to using the car for everything that they don’t even think about using their legs. The other day I was in a little nearby town called Etna waiting to bring home one of my children from a piano lesson when a car stopped outside the local post office and a man about my age went out and entered the post office (and left the motor running). He was inside for about three or four minutes, then came out, got in the car, and drove exactly 16 feet (I had nothing better to do so I walked this distance) to the shop next door, and went in again, engine still running.

And the thing is this man looked really fit. I’m sure he jogs impressive distances and plays squash and does all kinds of very healthy things, but I am just as sure that he drives to each of these places. It’s crazy. A neighbor of ours was saying the other day about the difficulty of finding a place to park outside the local gymnasium. She goes there several times a week to walk on a treadmill. The gymnasium is, at most, a six-minute walk from her front door. I asked her why she didn’t walk to the gym and do six minutes less on the treadmill.

She looked at me as if I were unable to understand simple things and said, “But I have a programme for the treadmill. It shows my distance and speed, and I can change the level of difficulty.” It had not come into my mind that nature is not perfect from this point of view.

1. Main Street in Hanover can be called a shopping street.
2. A lot of people in Hanover live far away from the shops.
3. The author’s daughter takes piano lessons.
4. The man, whom the author saw in Etna, didn’t look healthy.
5. A lot of people visit the local gym.
6. The author’s neighbour gives some reasons for exercising in the gym.

*4.Прочитайте приведённый ниже текст. Преобразуйте слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

Christmas in Britain is wonderful, much\_\_\_\_(good) than Christmas in America.In America, Thanksgiving is probably the best holiday. It is great because you don’t have to give 11 gifts or send cards or do anything but eat. The trouble is that it comes \_\_\_\_\_(little) than a month before Christmas. So when on 25 December Mom brings out another turkey, you don’t say, “Turkey! YIPPEEE!" but, “Ah, it \_\_\_\_\_\_(be)turkey again, isn’t it, Mother?” Most Americans think that Thanksgiving \_\_\_\_\_(hold) on the last Thursday of Novem­ber since ancient times. They think that it \_\_\_\_(go) on ever since. Thanksgiving \_\_\_\_\_(think) to be wonderful for all kinds of reasons. While in Britain the Christmas shopping sea­son seems \_\_\_\_\_\_(start) after the August bank holiday, Christmas mania doesn’t tradition­ally begin in America until the last weekend in November. Moreover, Thanksgiving is a holiday without \_\_\_\_\_\_(send) greetings cards or decorations. On Thanksgiving you sit at a table and then go and watch a game of American football on TV. But there is one thing I miss about England. It’s Boxing Day. In America there is no Boxing Day. On 26 December everybody goes back to work. If there \_\_\_\_\_(be) one thing I could take from England, it would be Boxing Day.

*5. Ты получил письмо от своего англоговорящего друга по переписке. Напиши ему письмо и ответь на 3 его вопроса. Не забывай о правилах написания письма.*

Yesterday I played for our school team, and we won. Hurray! What sport are you fond of? What sport competitions are held in your school? Which ones do you take part in? ...

**Критерии выставления отметок**

**1) Словарный диктант** (диктант-перевод, диктант по определениям, диктант по синонимам или антонимам, диктант по картинкам)

**Критерии:** правильно подобранное слово, орфографическое оформление

|  |  |
| --- | --- |
| % правильно  выполненного задания | Оценка |
| 95 - 100 % | 5 |
| 80 - 94 % | 4 |
| 60 - 79 % | 3 |
| Менее 60 % | 2 |

**2)Лексико-грамматический тест** по текущему материалу. (модульный, грамматический)

|  |  |
| --- | --- |
| % правильно  выполненного задания | Оценка |
| 95 - 100 % | 5 |
| 80 - 94 % | 4 |
| 60 - 79 % | 3 |
| Менее 60 % | 2 |

**3)Лексико-грамматический тест** на остаточные знания , тест на понимание устного и письменного текстов (**аудирование и чтение)**

|  |  |
| --- | --- |
| % правильно  выполненного задания | Оценка |
| 91 - 100 % | 5 |
| 75 - 90 % | 4 |
| 60 - 74 % | 3 |
| Менее 60 % | 2 |

**4) Контроль монологического высказывания:**

рассказ по теме

**Критерии:**

- решение коммуникативной задачи (содержание)

- организация высказывания

- языковое оформление высказывания

|  |  |  |  |
| --- | --- | --- | --- |
| **Решение коммуникативной задачи (содержание)\*** | **Организация высказывания** | **Языковое оформление высказывания (Допустимое количество Ошибок)** | **Оценка** |
| **Коммуникативная задача выполнена полностью: содержа­ние полно, точно и развёрнуто. ( 85 - 100%.)**  **Даны правильные ответы на вопросы по содержанию.** | Высказывание логично и имеет завершённый характер. Высказывание предъявлено в нормальном темпе с правильным интонационным рисунком и логичной разбивкой на смысловые группы (синтагмы) | 0 - 2 | **5** |
| 3 - 5 | **4** |
| 6 - 7 | **3** |
| 8 и более | **2** |
| **Коммуникативная задача выполнена не полностью (60 - 84%) Даны правильные ответы на вопросы по содержанию** | Высказывание логично и имеет завершённый характер. Высказывание предъявлено в нормальном темпе с правильным интонационным рисунком и логичной разбивкой на смысловые группы (синтагмы) | 0 - 2 | **4** |
| 3- 5 | **3** |
| 6 и более | **2** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Коммуникативная задача выполнена не полностью (60 - 84%) Имеются ошибки в ответах на вопросы по содержанию** | Высказывание логично и имеет завершённый характер. Высказывание предъявлено в нормальном темпе с правильным интонационным рисунком и логичной разбивкой на смысловые группы (синтагмы) | 0 -3 | **3** |
| 4 и более | **2** |
| **Коммуникативная задача выполнена частично ( 40- 59%) Не даны ответы на вопросы по содержанию** | Высказывание логично и имеет завершённый характер. Высказывание предъявлено в нормальном темпе с правильным интонационным рисунком и логичной разбивкой на смысловые группы (синтагмы) | - | **2** |
| Коммуникативная задача выполнена полностью: содержание полно, точно и развёрнуто. (85 - 100%.)  Даны правильные ответы на вопросы по содержанию. | **Высказывание не логично и имеет незавершённый характер. Высказывание предъявлено в замедленном темпе с неправильным интонационным рисунком и нелогичной разбивкой на смысловые группы (синтагмы)** | 0 - 2 | 4 |
| Коммуникативная задача выполнена не полностью (60 - 84%) Даны правильные ответы на вопросы по содержанию | **Высказывание не логично и имеет незавершённый характер. Высказывание предъявлено в замедленном темпе с неправильным интонационным рисунком и нелогичной разбивкой на смысловые группы (синтагмы)** | 0 - 2 | **3** |
| Коммуникативная задача выполнена не полностью (60 - 84%) Имеются ошибки в ответах на вопросы по содержанию | **Высказывание не логично и имеет незавершённый характер. Высказывание предъявлено в замедленном темпе с неправильным интонационным рисунком и нелогичной разбивкой на смысловые группы (синтагмы)** | - | **2** |
| - | - | **Понимание высказывания затруднено из-за многочис­ленных лексико­грамматических и фонетических ошибок** | **2** |

**5) Контроль письменного высказывания:**

Письмо, сочинение

**Критерии:**

- решение коммуникативной задачи (содержание) и организация высказывания

- языковое оформление высказывания

За письменное высказывание выставляется 2 оценки по двум критериям.

|  |  |  |
| --- | --- | --- |
| **Решение коммуникативной задачи (содержание)** | **Организация текста** | **Оценка** |
| Задание выполнено полностью.  Допустим **один** недочет Правильный выбор стилевого оформления речи | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию Используются средства логической связи Возможен недочет в одном из аспектов | **5** |

|  |  |  |
| --- | --- | --- |
| Задание выполнено не полностью.  Имеются **2-3** недочета.  Есть недочеты в стилевом оформлении речи | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию Используются средства логической связи Возможен недочет в одном из аспектов | **4** |
| Задание выполнено частично.  Есть **серьезные ошибки** в содержании Не соблюдается стилевое оформление | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию Используются средства логической связи Возможен недочет в одном из аспектов | **3** |
| Задание не выполнено.  Коммуникативная задача **не решена**. | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию Используются средства логической связи Возможен недочет в одном из аспектов | **2** |
| Задание выполнено полностью.  Допустим **один** недочет Правильный выбор стилевого оформления речи | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию  Используются средства логической связи Возможен недочет в одном из аспектов  **В 2-3 аспектах есть недочеты** | **4** |
| Задание выполнено не полностью.  Имеются **2-3** недочета.  Есть недочеты в стилевом оформлении речи | Высказывание логично.  Текст разделен на абзацы  Структура текста соответствует заданию  Используются средства логической связи Возможен недочет в одном из аспектов  **В 2-3 аспектах есть недочеты** | **3** |
| Задание выполнено частично.  Есть **серьезные ошибки** в содержании Не соблюдается стилевое оформление |
| - | Высказывание **нелогично**  **Нет разбивки на абзацы**  **Структура не соответствует заданию**  **Неправильно** используются средства логической связи | **2** |

**Языковое оформление высказывания**

|  |  |
| --- | --- |
| **Допустимое количество ошибок** | **Оценка** |
| 2 лексико-грамматические ошибки  **ИЛИ**  2 орфографические или пунктуационные ошибки | **5** |
| 4 лексико-грамматические ошибки  **ИЛИ**  4 орфографические или пунктуационные ошибки  **ИЛИ**  Любые 4 ошибки | **4** |
| 6 лексико-грамматических ошибок  **ИЛИ**  6 орфографических или пунктуационных ошибок  **ИЛИ**  Любые 6 ошибок | **3** |
| 7 и более любых ошибок | **2** |

**Ошибки, сделанные на ОДНО правило или в одном слове (несколько раз) Считаются за 1 ошибку.**