**Фонд оценочных средств 9 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 9 взвода:**

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| --- |
| Контрольная работа №1 «Взаимоотношения в семье и с друзьями. Конфликты и их разрешение» |
| Контрольная работа №2 «Внешность и характер человека (литературного персонажа)» |
| Контрольная работа №3 «Досуг и увлечения (хобби) современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка» |
| Контрольная работа №4 «Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача» |
| Контрольная работа №5 «Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода» |
| Контрольная работа №6 «Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе: проблемы и их решение. Переписка с иностранными сверстниками» |
| Контрольная работа №7 «Виды отдыха в различное время года. Путешествия по России и иностранным странам. Транспорт» |
| Контрольная работа №8 «Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия» |
| Контрольная работа №9 «Средства массовой информации (телевидение, радио, пресса, Интернет)» |
| Контрольная работа №10 «Родная страна и страна (страны) изучаемого языка. Их географическое положение, столицы и крупные города, регионы, население, официальные языки, достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи), страницы истории»  «Выдающиеся люди родной страны и страны (стран) изучаемого языка, их вклад в науку и мировую культуру: государственные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены» |

**Контрольно-измерительные средства**

|  |
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| **Контрольная работа №1 «Взаимоотношения в семье и с друзьями. Конфликты и их разрешение»** |

**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 услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке A—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды.*

A what attracts to the library.

В the type of books he/she likes best**.**

**C** the genre of books he/she likes/dislikes.

D the family that likes reading books.

E the school and teachers that can help in developing a reading habit.

F the importance of school libraries.

***2.*** *Прочитайте мнения на тему “Why is reading important?”. Установите соответствие между высказываниями A—F и пронумерованными абзацами текста 1—5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть одно лишнее высказывание.*

A Reading helps us to explore the world.

В Reading develops the creative side of people.

C Reading is important in our everyday life.

D Reading is a useful and pleasant way to spend your spare time.

E Reading improves our imagination and mind.

F Without reading a person can hardly achieve much in his/her life.

1. Reading is an important part of our life. There are many adults who cannot read well enough to understand the instructions on a medi­cine bottle. Understanding road or warning signs is difficult without reading well enough. Even following a map becomes a problem. Day-to-day activities can be embarrassing without understanding what is written here and there. Reading is an important skill in find­ing a good job. Many well-paid jobs need reading as a part of job performance. A man can’t succeed without reading.

2Reading is important because it develops the thinking skills. Our mind needs exercise. Understanding the written word is one way our mind grows in its ability. Teaching young children to read helps them to develop their language skills. It also helps them to learn to listen. Everybody wants to talk, but few can really listen. Reading develops the imagination. TV and computer games contribute to developing our imagination, but they are more like entertainment. With reading, a person can go anywhere in the world ... or even out of it! They can be a king, or an adventurer, or a princess, or ... The opportunities are endless.

3 Why is reading important? Books, magazines, and even the Internet are great learning instruments which need the ability to read and understand what is read. A person who knows how to read can study any subject in any area of life they are interested in. We live in an age where we have a lot of information, but reading is the main way to take advantage of it. We get a lot of information from different spheres. It is how we discover new things. How can we do without reading then?

4 Reading is important in developing your own image. Non readers or people who are not good at reading don’t often have high opin­ions of themselves and their abilities. Many times they feel as if the world is against them. They feel as if they are all alone and no one supports them. They have behavior problems. They are not good at other subjects because they cannot read and understand the material. People who cannot read feel helpless and in difficult sit­uations they often “give up”.

5 Why is reading important? Reading continues to be the favorite way of spending time for a large number of people. Books are their lifelong companions and very good friends. Reading soon becomes the person’s hobby. Nothing — absolutely nothing can be compared with reading. Reading takes us to a new world and helps us to for­get our problems. It is an activity that keeps us busy when we are free and results in the useful usage of time. It is one of the best ways of relaxation. The quickest and easiest way to gather yourself is to take a book, not any book - but a pleasant book and relax on the sofa. Within a few minutes you will recover from being upset or tired or bored. Reading has always been an ever interesting way of spending time and will always be.

*3. Give a 1.5 to 2-minute talk about Russian writers. Remember to say:*

what Russian writers you studied at school;

which books of the Russian writers you have read and like;

what you know about the life and the works of the writers;

why you like the books of this or that writer.

*You have to talk for 1.5 to 2 minutes. The teacher will lis­ten until you have finished. Then he/she will ask you some questions.*

**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 услышите беседу о классической музыке. Определите, какие из приведённых утверждений 1—4 соответствуют содержанию текста (А — True), какие не соответствуют (В — False) , и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (С — Not stated).*

1. A lot of classical music was composed in the 18th—19th centuries.
2. All the composers write music under the influence of different  
   events.
3. Contemporary composers don’t write classical music today.
4. The Indian composer wrote Don’t Leave Me after his mother died.
5. No new musical instruments have been invented nowadays.

*2.Прочитайте отрывок из лекции известного дирижёра Бенджамина Зандера и выполните задания 1—8. В каждом задании обведите букву А, В или С, соответствующую выбранному вами варианту ответа.*

Many people know the story of the two salesmen who went down to Africa in the 1900s. They were sent down to find if there was any oppor­tunity for selling shoes. And they wrote telegrams back to Manchester. And one of them wrote: “Situation hopeless. Stop. They don’t wear shoes.” And the other one wrote: “Glorious opportunity. They don’t have any shoes yet.”

Now, there’s a similar situation in the classical music world, because there are some people who think that classical music is dying. And there are some who don’t know anything about it.

There are people who think they are absolutely mad about classical music. They adore classical music. They listen to symphonies in the car. And their children are playing musical instruments. They can’t imagine their life without classical music. That’s the first group; it’s quite a small group. Then there’s another group, bigger group. These are the people who don’t mind classical music. At home a little Vivaldi in the back­ground doesn’t do any harm. That’s the second group. Now comes the third group. These are the people who never listen to classical music. It’s just simply not part of their life. That’s probably the largest group of all.

And then there’s a very small group. These are the people who think they’re tone deaf (or unable to tell the difference between different mu­sical notes). Amazing number of people think they’re tone deaf. Actually, they cannot be tone deaf. Nobody is tone deaf. If they were tone deaf, they couldn’t tell the difference between somebody from Texas and somebody from Rome. And the telephone. If your mother calls on the telephone and says “Hello,” you not only know who it is, you know what mood she’s in. You have a fantastic ear. Everybody has a fantastic ear. So nobody is tone deaf.

I tell you what happened to me. I was in Ireland during the Troubles ten years ago, and I was working with some Catholic and some Protestant kids. One of them came to me the next morning and he said, ‘You know, I’ve never listened to classical music in my life, but when you played that music ...” He said, “My brother was killed last year and I didn’t cry for him. But last night when you played that piece, I was thinking only about.

him and I was crying.” So then I began to understand that classical music is for everybody.

They say three per cent of the population likes classical music. I say, “Everybody loves classical music - they just don’t know it yet.”

1. had an amazing experience. In the year of 1984 when I was 45 years old and I’d been conducting for 20 years, I suddenly understood one important thing. The conductor of an orchestra doesn’t make a sound. My picture appears on the front of the CD - but I don’t make a sound. For his power a conductor depends on his ability to make other people powerful. And that changed everything for me. I understood that my job was to make people happy. And do you know how you understand if peo­ple are happy or not? I look at their eyes. If their eyes are shining, I know I have done it.
2. have a definition of success. For me it’s very simple. It’s not about having a lot of money and being famous or powerful. It’s about how many happy shining eyes I have around me.
3. Benjamin Zander began his lecture by describing how two sales­men visited Africa
4. Most people don’t know anything about classical music
5. The group of people who don’t mind classical music is bigger than the group of people who can’t live without classical music
6. There are people who think they are tone deaf but in fact they are not
7. The boy from Ireland started to listen to classical music after his brother’s death
8. Benjamin Zander has been a conductor for 20 years
9. Benjamin Zander is a famous American conductor
10. Being famous or rich is not important for Benjamin Zander

*3.Прочитайте текст об истории Евровидения. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1—11, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 1—11.*

The Eurovision Song Contest \_\_\_\_\_(START) on the 24th of May, 1956. On that day Europe \_\_\_\_\_\_\_\_(WATCH) the first ever Eurovision Song Contest. Today the contest \_\_\_\_\_\_\_(BECOME) a modern classic. The number of Eurovision Song Contest facts and stories is huge! A true fan \_\_\_\_\_\_\_\_\_(KNOW) how many points Luxembourg got in 1980 or who came last in 1972. The Eurovision Song Contest \_\_\_\_\_(HOLD) every year since 1956, which makes it one of the longest-running television programmes in the world. In 2003, the first ever Junior Eurovision Song Contest \_\_\_\_\_\_(TAKE PLACE). Many singers think that it’s worth \_\_\_\_\_\_(TAKE PLACE) in the competition because it \_\_\_\_\_\_\_(SHOW) throughout Europe. And very soon people in Australia, Canada, Egypt, Hong Kong, India, Jordan, Korea, New Zealand and the United States \_\_\_\_\_\_\_(HAVE) an opportunity to see it, these are countries that \_\_\_\_\_\_(NEVER TAKE PART) in the contest. Next year more than 50 countries \_\_\_\_\_\_\_\_(COMPETE) in the contest.

*4.Прочитайте тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 12—23, так, чтобы они грамматически и лексически) соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует v отдельному заданию 12—23.*

Denis Matsuev is a famous Russian \_\_\_\_\_(PIANO) who won first prize in the International Tchaikovsky \_\_\_\_\_\_ (COMPETE) in Moscow in 1998. Denis Matsuev was born in Irkutsk into a family of \_\_\_\_\_\_\_(MUSIC). His mother was a piano teacher and his father was a \_\_\_\_\_\_(COMPOSE). Denis Matsuev started learning to play the piano in his early\_\_\_\_\_\_\_\_ (CHILD). His father was his first music teacher. In 1990 Matsuev and his parents moved to Moscow and Denis continued his education there. His victory of 1998 changed his life and career. He started playing with world-famous \_\_\_\_\_\_\_(CONDUCT) like Evgeny Svetlanov, Vladimir Spivakov and Claudio Abbado.

J. Tolkien is a very well-known fantasy \_\_\_\_\_\_\_(NOVEL) Tolkien spent his life writing in The Lord of the Rings world. His \_\_\_\_\_\_(IMAGINE) helped him to invent new lands and languages. All his characters live in his imagined world. Most of them are looking for the way to freedom and happiness, although \_\_\_\_\_\_\_(POWER) ghosts stand in the way. The Hobbit and The Lord of the Rings are his most \_\_\_\_\_\_(SUCCESS) works. The books have been translated into more than 100 languages. Their plots are so \_\_\_\_\_\_\_(IMAGINE) that you can’t stop reading. In 2008, J. Tolkien was sixth on a list of “The 50 greatest British\_\_\_\_\_\_\_\_(WRITE) since 1945”.

*5.Вы получили письмо от англоговорящего друга по переписке. Напишите ему ответное письмо и ответьте на три его вопроса. Не забывайте о правилах написания письма.*

... I am going to be a pianist and after school l go to my music teacher. I have to work hard, unfortunately l don't have much time for reading which I like a lot. Do you like reading? what books do you read? What music do you like listening to? Who are your favourite performers? why? ...

**Контрольная работа №3 «Досуг и увлечения (хобби) современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка»**

**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.Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя.*

Mikhail Lomonosov was one of the intellectual titans of XVIII century. His interests ranged from history, rhetoric, art and poetry A \_\_\_\_\_\_ . Alexander Pushkin described him as В \_\_\_\_\_\_ , whose lifelong passion was learning.

Lomonosov’s activity is a manifestation of the enormous potential of the Russian scientific community. Peter I reformed Russia, which allowed the country to reach the standard of С \_\_\_\_\_\_ many spheres. Great importance was placed on education. St. Petersburg Academy of Sciences, founded by Peter I, established a university and a grammar school to educate intellectuals and researchers the country needed; however, these educational establishments could not fulfill the task they took on. It was Michail Lomonosov D \_\_\_\_\_\_ of establishing a university in Moscow. An influential courtier and the E \_\_\_\_\_\_ Count Shuvalov supported Lomonosov's plans for a new university and presented them to the Empress.

In 1755, on 25 January-St. Tatiana's Day according to the Russian Orthodox Church calendar — Elizaveta signed the decree that a university should be founded in Moscow. The opening ceremony took place on 26 April, when Elizaveta's coronation day was celebrated. Since 1755 25 January and 26 April F \_\_\_\_\_\_ Moscow University; the annual conference where students present the results of their research work is traditionally held in April.

 1. who suggested in his letter to Count Shuvalov the idea

2. to mechanics, chemistry and mineralogy

3. a person of formidable willpower and keen scientific mind

4. favourite of Empress Elizaveta Petrovna, the patron of arts and science

5. the contemporary European powers in

6. are marked by special events and festivities at

7. famous among all educated peoplе.

*2. Match seven texts A— G with the appropriate titles. One of the titles is extra.*

 1. Education: the Way to the Top

2. From Agony to Love

3. Teaching to Learn

4. Learning That Never Stops

5. Things Worth Learning

6. The Right Word Can Bring Changes

7. What My Father Taught Me

8. The Power of Numbers

**A.** Education has the power to transform a person’s life. I am the living example of this. When I was on the streets, I thought I was not good at anything but I wrote a poem, and it got published. I went back to school to learn. I have learned the benefit of research and reading, of debate and listening. One day soon a group of fresh-faced college students will call me professor.

**B**. Language has the capacity to change the world and the way we live in it. People are often afraid to call things by their direct names, use taboos not to notice dangerous tendencies. Freedom begins with naming things. This has to happen in spite of political climates, careers being won or lost, and the fear of being criticized. After Helen Caldicott used the word ‘nuclear arms race’ an anti-nuclear movement appeared.

**C.** I never wanted to be a teacher. Yet years later, I find myself teaching high school English. I consider my job to be one of the most important aspects of my life, still I do not teach for the love of teaching. I am a teacher because I love to learn, and I have come to realize that the best way to learn is to teach.

**D**. One day my sister and I got one and the same homework. My sister finished the task in 2 minutes and went off to play. But I could not do it, so I went into my sister’s room and quickly copied her work. But there was one small problem: my father caught me. He didn’t punish me, but explained that cheating makes people feel helpless. And then I was left feeling guilty for cheating.

**E**. Lifelong learning does not mean spending all my time reading. It is equally important to get the habit of asking such questions as ‘what don’t I know about this topic, or subject?’, ‘what can I learn from this moment or person?’, and ‘what more do I need to learn?’ regardless of where I am, who I am talking to, or what I am doing.

**F.** Math has always been something that I am good at. Mathematics attracts me because of its stability. It has logic; it is dependable and never changes. There might be some additions to the area of mathematics, but once mathematics is created, it is set in stone. We would not be able to check emails or play videogames without the computer solving complex algorithms.

**G**. When my high school English teacher asked us to read Shakespeare, I thought it was boring and too difficult. I agonized over the syntax — I had never read anything like this. But now I am a Shakespeare professor, and enjoy teaching Hamlet every semester. Each time I re-read the play, I find and learn something new for myself.

*3.Преобразуйте, если это необходимо, слово «COUNTRY» так, чтобы оно грамматически соответствовало содержанию текста.*

 Each summer the UK welcomes children to international summer schools. They come from more than 45 different \_\_\_\_\_\_ and many of them come to Dean Close year after year.

*Преобразуйте, если это необходимо, слово «CALL» так, чтобы оно грамматически соответствовало содержанию текста.*

Our school used to have a ritual day of torture, embarrassment and humiliation for the less athletic pupils at the school. It \_\_\_\_\_\_ Sports Day.

*Преобразуйте, если это необходимо, слово «FIVE» так, чтобы оно грамматически соответствовало содержанию текста.*

November 21. Today, I took the entire \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grade on a fieldtrip to the state capital. It was incredible!

*Преобразуйте, если это необходимо, слово «GO» так, чтобы оно грамматически соответствовало содержанию текста.*

Melanie River had just turned ten years old, but she had never been to school.

Most children in the third grade \_\_\_\_\_\_\_\_\_ to school for two years. But Melanie was not most children.

*4.Match the English words with their Russian equivalents.*

 1) an opportunity                                          a) готовить

2) to prepare                                                 b) расписание

3) to treat                                               с) необязательный

4) timetable                                                  d) дневник

5) optional                                                    e) пропускать

6) compulsory                                              f) посещать

7) a diary                                                     g) обязательный

8) to attend.                                                h) вести себя

9) to miss                                                 i) возможность

*5.You havе rеcеivеd a lеttеr from your English-speaking pen-friend Sophie who writes:*

 … Last week our science teacher took my class on a school trip to the Natural History Museum in Washington D.C. It was fantastic! Where do your teachers take you on school trips? How often do you go? What school trip was the most memorable and why?

By the way, my parrot has learned to say “Good morning!” every time the alarm clock goes off! It took me quite a while to teach it!

*Write a letter to Sophie.*

*In your letter*

*- answer her questions*

*- ask 3 questions about Sophie’s parrot.*

*Write 100—140 words.*

*Remember the rules of letter writing.*

**Контрольная работа №4 «Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача»**

**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.Read the text «The Best Job in the World» and answer if the statement «The Australian Tourism Office employs a new caretaker twice a year» true, false or not stated.*

 1) True

2) False

3) Not stated

**The Best Job in the World**

  Have you ever heard of the Great Barrier Reef? It is the world's largest coral reef system along the eastern coast of Australia. In February 2009 an extraordinary position was advertised by the Australian Tourism Office. The advertisement ran that the Great Barrier Reef needed a caretaker for half a year. It was for a special person who would look after the Reef.

The job offered a large salary, free accommodation in a luxury villa, and transportation there and around the islands. All expenses would be paid: the winner wouldn't need to spend any extra money on anything.

The job's duties were pretty simple. You could only dream of such requirements. First, the person had to speak English and swim well. Second, on the island his responsibility included writing a weekly Internet blog. That's right, weekly, not even daily! The job description also required the successful applicant to explore the islands of the Great Barrier Reef, swim, make friends with the locals and generally enjoy the tropical climate and lifestyle. A real dream!

Within the first 2 days of the contest, the tourism office received more than seven thousand online applications. All told, 34,000 people of all different nationalities applied. Each made and presented a 60-second video resume. They had to be creative and they were. In the end 16 people were chosen, who flew to Australia for the final selection. The candidates were interviewed and the winner was Ben Southall from the UK.

Ben greatly enjoyed the dream job he had got. He realised that people knew very little about planet earth and its treasures. Living in big cities, they forgot how important the flora and fauna of this world were. Every time Ben went outdoors, he could discover something new. “Every time I dived or went underwater, I forgot about all the troubles above water and concentrated on living in the moment. It was a good way to clean the mind and build respect for the natural world,” Ben said.

Ben's life on the island was not just fun. It was very busy, busier than most people imagined, and certainly busier than Ben himself had imagined. He worked seven days a week and up to 19 hours a day. The Best Job included travelling to over 60 islands of the Reef almost every day. It was not just looking after the Reef, Ben had a lot of meetings, press conferences and interviews. He was getting a lot of attention all the time and he couldn't get away from it. That was probably the hardest part of the job.

Moreover, any adventure has a certain degree of risk. Swimming and diving on the Great Barrier Reef was not different. Ben had to deal with whales, sharksand other huge sea creatures. Surprisingly, the most dangerous thing was a small jellyfish about the size of a little finger. It's considered to be extremely poisonous and Ben was stung by it. He had to spend a couple of days in hospital but luckily recovered after a course of antibiotics.

Ben often says that the project has taught him a few valuable lessons. Working with the Internet is one of those jobs you can do 24 hours a day. Ben realised it was hard to separate life and work, but this he had to do. He also said: “I've learned that we get one life on earth so we have to use it. There'll always be other countries to visit, other people to meet and other adventures to meet. This is what I wish to do. I'm planning to go to Asia in a few years time”.

*2.Match seven texts A— G with the appropriate titles. One of the titles is extra.*

 1. My accommodation in Rome

2. New friends

3. Getting the job

4. The working day

5. Plans for next summer

6. Language experience

7. The top tourist attraction

8. General impressions of the country

**A**. I've just returned from Italy, and it was the most beautiful working holiday anyone could dream of. Yes, I saw the Colosseum with my own eyes! It was built in the first century AD — the amphitheatre could house as many as 50,000 people. It's difficult to imagine the gladiators fighting there and the public watching the cruel show. There were also fights with lions. Fortunately, there are no lions in the Colosseum now — only cats. And there are a lot of them!

**B**. The Colosseum was the first thing I wanted to see in Rome, but not the only one that impressed me. I used my camera a lot — Italy is a country with a great cultural

heritage. Apart from the views, Italy is a country of delicious food — I've never eaten such gorgeous pizzas! I'd have certainly put on some weight if I hadn't had to walk such a lot — we were saving on transport because Italy is an expensive country.

**C**. It took us thirty-five minutes every morning to get from the hostel where we were staying to the pizzeria we were working. Our room was very small, it had a poor view, just the house opposite, but that wasn't a problem — we didn't spend much time there anyway. We had only the basics in our room — two beds, hangers for clothes, a little table and one chair. There was a laundry downstairs and a shared kitchen to prepare meals.

**D.** As for the kitchen, we didn't use it much — we ate at work! Our working day started at 9 am and lasted till 9 pm. We had a long siesta (a break between two and five in the afternoon) which we used for sightseeing in spite of the heat. And in the evening there were usually lots of customers and we had to be quick and attentive so as not to confuse their orders. We felt absolutely exhausted when we came home.

**E**. Anyway we felt privileged to have got the job. It was Anna, my best friend, who suggested working holidays in Italy. She found the vacancies and sent our CVs to the manager. At first I didn't know what to say as I wasn't sure I wanted to work in summer. But on the other hand, the idea of earning my own money and seeing Italy was very attractive.

**F.** I'm glad I agreed to Anna's suggestion — we enjoyed living in a new country and meeting new people. Italians are very sociable and easy-going. Our fellow workers showed us lots of interesting places and it was fun to explore the country together. Anna and I really hope that they'll come to Britain one day and we'll be able to show them our country too. We are going to keep in touch.

**G**. We didn't know Italian when we went there. Some people in the pizzeria spoke English and they helped us a lot. Two weeks later we were able to understand what the customers were asking us about and we spoke basic Italian to them. Italian is beautiful — I like how it sounds and it's not at all difficult. We plan to go on learning it in case we want to work in the pizzeria again.

*3.Прочитайте приведённый ниже текст. Преобразуйте слово, напечатанное заглавными буквами в скобках так, чтобы оно грамматически соответствовало содержанию текста. Заполните пропуск полученным словом.*

 I unexpectedly met my old friend Natalie at a metro station in Paris. I recognised her at once though we hadn’t seen each other for ten years. Now she works as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(REPORT) for Le Figaro newspaper. Our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(FRIEND) began when we were at school. After school, Natalie left Britain. French was her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(FAVOUR) subject and she went to university in Paris. Now she is a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(SUCCESS) journalist. Her life is busy and exciting. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(LUCK) she managed to find some time for me. Natalie made my visit to Paris \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(FORGETTABLE). She took me to the most interesting places in the city. In the evening we watched a performance at The Grand Opera House.

*4.Match the English words with their Russian equivalents.*

 1) to fill in                                                     a) заполнить

2) to find out                                                 b) выдумывать

3) to make up                               с) подавать документ

4) to put in                                                    d) упоминать

5) to think over                                        e) работодатель

6) to go into                                                  f) работник

7) to get on                                                    g) преуспевать

8) an employer                                            h) продумывать

9) an employee                                              i) выяснить

10) application                                                j) заявление

*5.You havе rеcеivеd a lеttеr from your English-speaking pen-friend David who writes:*

 …Yesterday I did a test to see which job is the most appropriate for me. According to the results I should become a doctor. But it would be absolutely impossible because I am afraid of blood…

…What future career would you like to have, why? Do your parents agree with your choice? In what way will English be useful for your career?

 Write him a letter and answer her 3 questions. Write 100–140 words. Remember the rules of letter writing.

*\*6.Tell about your studies at school in 10-12 sentences and answer 7 questions on the topic «My future profession»:*

 1. How old are you?

2. What is your future profession?

3. Why do you choose it?

4. What are the advantages of your future profession?

5. What are the disadvantages of your future profession?

6. Do your parents agree with your choice?

7. Are foreign languages useful for your future career?

**Контрольная работа №5 «Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода»**

**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 услышите 4 мини-диалога. Соотнесите диалоги и места A - E, где они происходят. Одно место в списке лишнее. Вы услышите диалоги два раза.*

**A)** In a shop. **B)** In a park. **C)** In a computer club.

**D)** At university sport club. **E)** At school.

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

**a)** The speaker talks about the most famous Russian explorer.

**b)** The speaker talks about an explorer whose name is on the map.

**c)** The speaker talks about an explorer that started as a lawbreaker.

**d)** The speaker talks about a space explorer.

**e)** The speaker talks about a military man and a scientist.

**f)** The speaker talks about the significance of Russian explorers.

***3.*** *Для каждого из абзацев текста 1 - 6 выберите заголовок из вариантов A - H. Два заголовка в списке лишние.*

**A)** A new music instrument.

**B)** The latest fashion.

**C)** A mobile for grandma.

**D)** Phone addiction.

**E)** A strange competition.

**F)** A law against mobiles.

**G)** Back to real-life communication.

**H)** Digital personal assistants.

***Mobile phones***

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

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

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

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

**5)** In 2010, a young girl from China made a song using only her mobile phone. She wrote it without any guitars, pianos, drums. She used different functions of her mobile. It took her several days to record the song. Later she made a video of it and put the video on the Internet, where over a million people watched it. She sent the song to the Apple company and suggested using it in their advertisements.

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

***4.*** *Прочитайте текст и определите истинность утверждений 1 - 7 после него. Выберите свой ответ из вариантов a - c.*

***Shakira***

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

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

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

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

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

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

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

***a) true b) false c) not stated***

**1)** Shakira's name was chosen by her father.

**2)** Shakira went to one of the most well-known schools in Columbia.

**3)** At school Shakira was more successful in dancing than in singing.

**4)** At school Shakira was careful to eat only healthy food.

**5)** Shakira was upset when she learnt about the family's financial problems.

**6)** When Shakira became famous, she set up a charity fund to help homeless children.

**7)** The meeting with Sony managers went successfully.

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

***Anna's dream***

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

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

***Cardiff Sixth Form College***

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

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

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

***7.*** *Ответьте на письмо Кейт. Напишите не менее 10 предложений.*

... I like to read very much. Yesterday I read a very interesting book about unusual travels that I plan to use it in my project. Where can you use information you get from books? ... What kinds of books do you like reading and why? Where do you get the books you read? ...

Love you,

Kate

**ОТВЕТЫ И БАЛЛЫ**

**1.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| E | C | D | A |

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

**2.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| f | c | b | e | d |

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

**3.**

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

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

**4.**

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

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

**5.**

1) children

2) were thought

3) would give

4) couldn't

5) had

6) was reading

7) second

8) largest

9) woman's

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

**6.**

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

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

**7.**

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

**Тексты для аудирования**

**К заданию 1**

Dialogue 1

A: Good morning, Chris'

B: Morning, Mr Simons!

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

B: Bus was late, sir!

Dialogue 2

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

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

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

B: Right!

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

B: Cool!

Dialogue 3

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

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

A: Right! Fair enough.

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

A: OK – I'll do that.

Dialogue 4

A: I'm interested in buying a laptop computer. Can you give me some information

about these two here?

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

A: Oh, not sure really.

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

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

**К заданию 2**

**Speaker 1**

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

**Speaker 2**

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

**Speaker 3**

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

**Speaker 4**

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

**Speaker 5**

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

Формы контроля и критерии выставления оценки

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

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

**2) 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 |

**3) Контроль техники чтения**

|  |  |
| --- | --- |
| **Критерии** | **Оценка** |
| Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается **не более 2-х** фонетических ошибок | **5** |
| Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от **3 до 5** фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл | **4** |
| Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от **5 до 7** фонетических ошибок, в том числе 3 ошибки, искажающие смысл | **3** |
| Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров **И\ИЛИ 8** и более фонетических ошибок | **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%.)** | Высказывание логично и имеет завершённый характер.  Высказывание предъявлено в нормальном темпе с правильным | 0 - 2 | **5** |
| 3 - 5 | **4** |
| **6 - 7** | 3 |
| **8 и более** | 2 |
| **0 - 2** | 4 |
| **3- 5** | 3 |
| **6 и более** | 2 |
| **0 -3** | 3 |
| **4 и более** | 2 |
| **-** | 2 |
| **0 - 2** | 4 |
| **0 - 2** | 3 |
| **-** | 2 |
| **Понимание высказывания затруднено из-за многочисленных лексико­грамматических и фонетических** | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **ошибок** |  |

5)Контроль монологического высказывания: описание картинки Критерии:

* решение коммуникативной задачи (содержание)
* организация высказывания
* языковое оформление высказывания

Таблица определения баллов

|  |  |  |  |
| --- | --- | --- | --- |
| Решение коммуникативной задачи | Организация высказывания | Языковое оформление высказывания | Баллы |
| Задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объёме (полно, точно и развернуто раскрыты все аспекты, указан- ные в задании). Объём высказывания: 10-12 фраз |  |  | **3** |
| Задание выполнено: цель общения достиг- нута; но тема рас- крыта не в полном объёме (один аспект раскрыт не пол- ностью). Объём высказывания: 8-9 фраз | Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответ- ствующие теме. Средства логиче- ской связи ис- пользуются правильно | Использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют постав- ленной задаче (допускается не более четырёх негрубых лексико­грамматических ошибок И/ИЛИ не более трёх негрубых фонетических ошибок) | **2** |
| Задание выполнено частично: цель общения достигнута час- тично; тема раскрыта в ограниченном объёме (один аспект не раскрыт, ИЛИ все аспекты задания раскрыты неполно, ИЛИ два аспекта раскрыты не в пол­ном объёме, третий аспект дан полно и точно). Объём высказывания: 6-7 фраз | Высказывание в основном логично и имеет достаточно завершённый характер, НО отсутствует вступительная ИЛИ заключительная фраза, имеются одно-два нарушения в использовании средств логической связи | Использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют постав- ленной задаче(допус­кается не более пяти негрубых лексико­грамматических ошибок И/ИЛИ не более четырёх негрубых фонетических ошибок) | **1** |
| Задание не выполнено: цель общения не достигнута: два аспекта содержания не раскрыты. Объём высказывания: 5 и менее фраз | Высказывание не- логично, вступи- тельная и заклю­чительная фразы отсутствуют; средства логической связи  практически не  используются | Понимание высказывания затруднено из-за многочисленных  лексико­  грамматических и фонетических ошибок (шесть и более лексико­  грамматических ошибок И/ИЛИ пять и более фонетических ошибок) ИЛИ более трёх грубых ошибок | **0** |

Схема перевода баллов в оценку

|  |  |  |  |
| --- | --- | --- | --- |
| **Содержание** | **Организация** | **Язык** | **Оценка** |
| 3 | 2 | 2 | 5 |
| 3 | 1 | 2 | 5 |
| 3 | 1 | 1 | 4 |
| 2 | 2 | 2 | 4 |
| 2 | 1 | 2 | 4 |
| 2 | 2 | 1 | 4 |
| 2 | 1 | 1 | 4 |
| 1 | 2 | 2 | 3 |
| 1 | 2 | 1 | 3 |
| 1 | 1 | 2 | 3 |
| 1 | 1 | 1 | 3 |
| 0 или | 0 или | 0 | 2 |

1. 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** |

**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** |