**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО ИНОСТРАННОМУ ЯЗЫКУ (АНГЛИЙСКОМУ ЯЗЫКУ)**

**НА УРОВЕНЬ ОСНОВНОГО ОБЩЕГО ОБРАЗОВАНИЯ**

**(5-9 КЛАССЫ)**

**Паспорт фонда оценочных средств**

**по предмету «Английский язык»**

|  |  |  |  |
| --- | --- | --- | --- |
| **№ п/п** | **Наименование**  **оценочного средства** | **Чет**  **верть** | **Разработчик** |
| **5 класс** | | | |
| 1. | Контрольная работа № 1 «О себе» | **I** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 2. | Контрольная работа №2 «Мировые животные» | **II** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 3. | Контрольная работа№ 3 «Особые дни» | **III** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 4. | ***Итоговая контрольная работа№ «Каникулы»*** | **IV** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| **6 класс** | | | |
| 5. | Контрольная работа №1  « Виды транспорта» | **I** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 6. | Контрольная работа №2 «Праздники» | **II** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 7. | Контрольная работа №3 «Еда и напитки» | **III** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 8. | ***Итоговая контрольная работа №4 «Время летних каникул»*** | **IV** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| **7 класс** | | | |
| 9. | Контрольная работа № 1 «Образ жизни» | **I** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 10. | Контрольная работа №2 « Что ждет нас в будущем» | **II** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 11. | Контрольная работа № 3 « Проблемы экологии» | **III** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 12. | ***Итоговая контрольная работа№4 «В здоровом теле здоровый дух»*** | **IV** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| **8 класс** | | | |
| 13 | Контрольная работа № 1 «Продукты питания и покупки» | **I** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 14 | Контрольная работа №2 «Будь самим собой» | **II** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 15 | Контрольная работа №3 «Культурный обмен» | **III** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 16 | ***Итоговая контрольная работа №4 «На досуге»*** | **IV** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| **9 класс** | | | |
| 17 | Контрольная работа №1 «Образ жизни и среда обитания» | **I** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 18 | Контрольная работа №2 «Современные технологии» | **II** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 19 | Контрольная работа № 3 «Город и горожане» | **III** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |
| 20 | ***Итоговая контрольная работа № 4 «Трудности»*** | **IV** | УМК «Английский язык» серии «Rainbow English» для 5—9 классов авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой.  Источник: <https://rosuchebnik.ru/product/angliyskiy-yazyk-rainbow-english-5-9-klassy-rabochaya-programma-428394/> |

**Система оценивания**

**по английскому языку в 5 – 9 классах.**

В соответствии со Стандартом основным объектом системы оценки результатов образования на ступени основного общего образования, ее содержательной и критериальной базой выступают планируемые результаты освоения обучающимися английского языка.

Основным направлением оценочной деятельности в соответствии с требованиями Стандарта является оценка *образовательных достижений учащихся* с целью итоговой оценки подготовки выпускников.

**Объект оценки**

В соответствии с ФГОС основным **объектом** системы оценки результатов образования, её содержательной и критериальной базойвыступают **требования Стандарта,** которые конкретизируются в **планируемых результатах** освоения обучающимися по английскому языку.

**Особенности оценки предметных результатов**

Оценка предметных результатовпредставляет собой оценку достижения обучающимся планируемых результатов по английскому языку.

Основным объектом оценки предметных результатов в соответствии с требованиями Стандарта является способность к решению учебно-познавательных и учебно-практических задач, основанных на изучаемом учебном материале, с использованием способов действий, релевантных содержанию учебных предметов, в том числе метапредметных (познавательных, регулятивных, коммуникативных) действий.

**Перечень форм оценочных средств по английскому языку.**

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Наименование формы оценочного средства | Краткая характеристика формы оценочного средства | Представление типового контрольного задания |
| **1** | **2** | **3** | **4** |
|  | Контрольная работа | Средство оценки умений обучающихся применять полученные знания для решения задач определенного типа по теме или разделу | Комплект типовых контрольных заданий |
|  | Портфолио | Целевая подборка работ обучающегося, раскрывающая его индивидуальные образовательные достижения в одной или нескольких учебных дисциплинах. | Структура портфолио |
|  | Творческое задание, в том числе письменные творческие работы (эссе, сочинение и др.) | Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения. Может выполняться в индивидуальном порядке или группой обучающихся. | Темы групповых и/или индивидуальных творческих заданий |
|  | Тест | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося. | Фонд тестовых заданий |

Оценка достижения предметных результатов по английскому языку проводится в ходе следующих процедур с использованием оценочного инструментария:

|  |  |  |
| --- | --- | --- |
|  | Оценочные процедуры | Инструментарий |
| 1 | Текущее оценивание предметной обученности | Самостоятельные работы, проверочные работы, лексические тесты. |
| 2 | Итоговая оценка предметной обученности | Итоговые контрольные работы по предмету |

Контрольно-оценочная деятельность учителя как внешняя по отношению к обучающемуся система оценивания проводится в форме промежуточной аттестации, которая подразделяется на два вида:

- текущую, включающую в себя тематическое, почетвертное оценивание образовательных результатов;

- годовую, включающую в себя специально организованную учителем общественную оценку образовательных достижений обучающихся за истекший учебный год и (или) годовые контрольные виды деятельности.

*Проверочная, зачётная работа* состоит из задач (заданий) минимального (базового) уровня и проверяет освоение одного или нескольких критериев изученной темы. Контрольная работа проводится по текстам (контрольно-измерительным материалам), которые обязательно включает в себя задачи (задания) трёх уровней: 1) базового, 2) повышенного (углублённого) и 3) творческого (ресурсного). За полное и безошибочное выполнение задач (заданий) базового уровня в журнал выставляется основная отметка «4», за полное и безошибочное выполнение задач (заданий) базового и повышенного уровня - отметка «5», за полное и безошибочное выполнение задач (заданий) творческого уровня – дополнительная отметка «5». Таким образом, после оценивания контрольной работы в журнал выставляется полученная учеником основная отметка, которая, в случае безупречного выполнения им заданий творческого уровня, может быть дополнена отметкой «5», которая выставляется в столбец, непосредственно предшествующий столбцу, отведённому на контрольную работу.

*Итоговая отметка* за четверть, полугодие и (или) учебный год выставляется преимущественно по итогам всех предусмотренных рабочей программой контрольных работ.

Основными целями контрольно-оценочной деятельности педагога являются:

* обеспечение качества профессиональной деятельности в достижении обучающимися планируемых образовательных результатов;
* обеспечение своевременной оценки динамики индивидуальных достижений обучающихся в процессе освоения основной общеобразовательной программы основного общего образования;
* соотнесение фактического уровня предметных и метапредметных результатов обучающихся с планируемыми результатами освоения основной образовательной программы основного общего образования;
* проведение целенаправленной и своевременной коррекции текущих результатов освоения образовательных программ;
* педагогическая поддержка формирования у обучающихся учебной самостоятельности и ответственности, способности и готовности к дальнейшему саморазвитию, усиление мотивов познания и творчества.

**Планируемые результаты обучения и освоения содержания курса по английскому языку.**

Коммуникативные умения.

Говорение. Диалогическая речь

Выпускник научится вести комбинированный диалог в стандартных ситуациях неофициального общения, соблюдая нормы речевого этикета, принятые в стране изучаемого языка.

Выпускник получит возможность научиться брать и давать интервью.

Говорение. Монологическая речь

Выпускник научится:

• рассказывать о себе, своей семье, друзьях, школе, своих интересах, планах на будущее; о своём городе/селе, своей стране и странах изучаемого языка с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы);

• описывать события с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы);

• давать краткую характеристику реальных людей и литературных персонажей;

• передавать основное содержание прочитанного текста с опорой или без опоры на текст/ключевые слова/план/вопросы.

Выпускник получит возможность научиться:

• делать сообщение на заданную тему на основе прочитанного;

• комментировать факты из прочитанного/прослушанного текста, аргументировать своё отношение к прочитанному/прослушанному;

• кратко высказываться без предварительной подготовки на заданную тему в соответствии с предложенной ситуацией общения;

• кратко излагать результаты выполненной проектной работы.

Аудирование.

Выпускник научится:

• воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих некоторое количество неизученных языковых явлений;

• воспринимать на слух и понимать значимую/нужную/запрашиваемую информацию в аутентичных текстах, содержащих как изученные языковые явления, так и некоторое количество неизученных языковых явлений.

Выпускник получит возможность научиться:

• выделять основную мысль в воспринимаемом на слух тексте;

• отделять в тексте, воспринимаемом на слух, главные факты от второстепенных;

• использовать контекстуальную или языковую догадку при восприятии на слух текстов, содержащих незнакомые слова;

• игнорировать незнакомые языковые явления, несущественные для понимания основного содержания воспринимаемого на слух текста.

Чтение

Выпускник научится:

• читать и понимать основное содержание несложных аутентичных текстов, содержащих некоторое количество неизученных языковых явлений;

• читать и выборочно понимать значимую/нужную/запрашиваемую информацию в несложных аутентичных текстах, содержащих некоторое количество неизученных языковых явлений.

Выпускник получит возможность научиться:

• читать и полностью понимать несложные аутентичные тексты, построенные в основном на изученном языковом материале;

• догадываться о значении незнакомых слов по сходству с русским/родным языком, по словообразовательным элементам, по контексту;

• игнорировать в процессе чтения незнакомые слова, не мешающие понимать основное содержание текста;

• пользоваться сносками и лингвострановедческим справочником.

Письменная речь.

Выпускник научится:

• заполнять анкеты и формуляры в соответствии с нормами, принятыми в стране изучаемого языка;

• писать личное письмо в ответ на письмо-стимул с употреблением формул речевого этикета, принятых в стране изучаемого языка.

Выпускник получит возможность научиться:

• делать краткие выписки из текста с целью их использования в собственных устных высказываниях;

• составлять план/тезисы устного или письменного сообщения;

• кратко излагать в письменном виде результаты своей проектной деятельности;

• писать небольшие письменные высказывания с опорой на образец.

Языковая компетентность (владение языковыми средствами)

Фонетическая сторона речи

Выпускник научится:

• различать на слух и адекватно, без фонематических ошибок, ведущих к сбою коммуникации, произносить все звуки английского языка;

• соблюдать правильное ударение в изученных словах;

• различать коммуникативные типы предложения по интонации;

• адекватно, без ошибок, ведущих к сбою коммуникации, произносить фразы с точки зрения их ритмико-интонационных особенностей, в том числе соблюдая правило отсутствия фразового ударения на служебных словах.

Выпускник получит возможность научиться:

• выражать модальные значения, чувства и эмоции с помощью интонации;

• различать на слух британские и американские варианты английского языка.

Орфография

Выпускник научится правильно писать изученные слова.

Выпускник получит возможность научиться сравнивать и анализировать буквосочетания английского языка и их транскрипцию.

Лексическая сторона речи.

Выпускник научится:

• узнавать в письменном и звучащем тексте изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные, в пределах тематики основной школы;

• употреблять в устной и письменной речи в их основном значении изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные, в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей;

• соблюдать существующие в английском языке нормы лексической сочетаемости;

• распознавать и образовывать родственные слова с использованием основных способов словообразования (аффиксации, конверсии) в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей.

Выпускник получит возможность научиться:

• употреблять в речи в нескольких значениях многозначные слова, изученные в пределах тематики основной школы;

• находить различия между явлениями синонимии и антонимии;

• распознавать принадлежность слов к частям речи по определённым признакам (артиклям, аффиксам и др.);

• использовать языковую догадку в процессе чтения и аудирования (догадываться о значении незнакомых слов по контексту и по словообразовательным элементам).

Грамматическая сторона речи.

Выпускник научится:

• оперировать в процессе устного и письменного общения основными синтаксическими конструкциями и морфологическими формами английского языка в соответствии с коммуникативной задачей в коммуникативно-значимом контексте;

• распознавать и употреблять в речи:

— различные коммуникативные типы предложений: утвердительные, отрицательные, вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме);

— распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке (We moved to a new house last year);

— предложения с начальным It (It’s cold. It’s five o’clock. It’s interesting. It’s winter);

— предложения с начальным There + to be (There are a lot of trees in the park);

— сложносочинённые предложения с сочинительными союзами and, but, or;

— косвенную речь в утвердительных и вопросительных предложениях в настоящем и прошедшем времени;

— имена существительные в единственном и множественном числе, образованные по правилу и исключения;

— имена существительные c определённым/неопределённым/нулевым артиклем;

— личные, притяжательные, указательные, неопределённые, относительные, вопросительные местоимения;

— имена прилагательные в положительной, сравнительной и превосходной степени, образованные по правилу и исключения, а также наречия, выражающие количество (many/much, few/a few, little/a little);

— количественные и порядковые числительные;

— глаголы в наиболее употребительных временны2х формах действительного залога: Present Simple, Future Simple и Past Simple, Present и Past Continuous, Present Perfect;

— глаголы в следующих формах страдательного залога: Present Simple Passive, Past Simple Passive;

— различные грамматические средства для выражения будущего времени: Simple Future, to be going to, Present Continuous;

— условные предложения реального характера (Conditional I — If I see Jim, I’ll invite him to our school party);

— модальные глаголы и их эквиваленты (may, can, be able to, must, have to, should, could).

Выпускник получит возможность научиться:

• распознавать сложноподчинённые предложения с придаточными: времени с союзами for, since, during; цели с союзом so that; условия с союзом unless; определительными с союзами who, which, that;

• распознавать в речи предложения с конструкциями as … as; not so … as; either … or; neither … nor;

• распознавать в речи условные предложения нереального характера (Conditional II — If I were you, I would start learning French);

• использовать в речи глаголы во временны́х формах действительного залога: Past Perfect, Present Perfect Continuous, Future-in-the-Past;

• употреблять в речи глаголы в формах страдательного залога: Future Simple Passive, Present Perfect Passive;

• распознавать и употреблять в речи модальные глаголы need, shall, might, would.

**Критерии оценивания предметных результатов по английскому языку.**

**Чтение и понимание англоязычных текстов.**

Основным показателем успешности ов­ладения чтением является степень извле­чения информации из прочитанного тек­ста. В жизни мы читаем тексты с разными задачами по извлечению информации. В связи с этим различают виды чтения с такими речевыми задачами как понима­ние основного содержания и основных фактов, содержащихся в тексте, полное понимание имеющейся в тексте инфор­мации и, наконец, нахождение в тексте или ряде текстов нужной нам или задан­ной информации. Поскольку практиче­ской целью изучения английского языка является овладение общением на изучае­мом языке, то учащийся должен овладеть всеми видами чтения, различающимися по степени извлечения информации из текста: чтением с пониманием основного содержания читаемого (обычно в методи­ке его называют ознакомительным), чте­нием с полным пониманием содержания, включая детали (изучающее чтение) и чтением с извлечением нужной либо ин­тересующей читателя информации (про­смотровое). Совершенно очевидно, что проверку умений, связанных с каждым из перечисленных видов чтения, необходимо проводить отдельно.

**Чтение с пониманием основного содер­жания прочитанного (ознакомительное).**

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

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

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

***Оценка «2»***выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ори­ентируется в тексте при поиске опреде­ленных фактов, не умеет семантизировать незнакомую лексику.

**Чтение с полным пониманием содержания (изучающее).**

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

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

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

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

**Чтение с нахождением интересующей или нужной информации (просмотровое).**

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

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

***Оценка «3»***выставляется, если ученик находит в данном тексте (или данных текстах) примерно 1/3 заданной инфор­мации.

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

**Понимание речи на слух.**

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

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

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

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

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

**Говорение.**

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

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

Во-первых, важными показателями рассказа или описания являются соответ­ствия темы, полнота изложения, разнооб­разие языковых средств, а в ходе бесе­ды — понимание партнера, правильное реагирование на реплики партнера, раз­нообразие своих реплик. Только при со­блюдении этих условий речевой деятель­ности можно говорить о реальном обще­нии. Поэтому все эти моменты должны учитываться, прежде всего, при оценке речевых произведений школьников.

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

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

-соответствие теме,

-достаточный объ­ем высказывания,

- разнообразие языковых средств и т. п.,

а ошибки целесообразно рассматривать как дополнительный кри­терий.

**Высказывание в форме рассказа, описания.**

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

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

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

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

**Участие в беседе.**

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

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

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

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

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

**Оценивание письменной речи учащихся**

И.Л. Бим так определяет критерии оценивания письменной речи учащихся:

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

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

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

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

**Выполнение** тестовых заданий оценивается по следующей схеме (О.В. Афанасьева и др., «Контрольные и проверочные задания.». М.,Просвещение), если автором теста не предусмотрена другая:

выполнено 65% работы – «3» , 80% - «4», 95-100% - «5».

**1. Контрольная работа «О себе»**

**1. Write the nationalities.**

1 Russia ……..... 5 the UK ………

2 France ……… 6 Canada ………… **5. Write the plurals.**

3 Japan ………. 7 Australia ……… 1 child …………. 5 watch

4 the USA …… 2 man ………….. 6 boy

3 box …………... 7 party

**2. Write the numbers.** 4 leaf …………..

1 99 ……………….. 4 60 ……………

2 32 ……………… 5 43 ……………

3 48 ………………

**3.** **Fill in:** *has, hasn’t, have, haven’t.* **6. Match the exchanges.**

1 ……………………….. they got a computer?

Yes, they ………………… . 1 \_\_ How about this a I want to buy a doll.

2 ……………………….....…. he got a sister ? key ring?

No, he …………………… . 2 \_\_ Can I have two,

3 ……………Tom got a pen in his school bag? please? b It’s £ 2.

Yes, he ………………….. . 3 \_\_ How can I help

4 ……………………...… you got a computer? you?

c Sure.That’s £ 4.

No, I ……………………. . 4 \_\_ How much is it?

d Yes, it is. 5 \_\_ Is this your new

e That’s a good scarf ?

idea.

**4. Circle the correct word.**

1 That / This boy over there is John.

2 This / These books are Tony’s.

3 This / These is our friend, Pete.

4 Those / This gloves are from my mum.

**2. Контрольная работа №2 «Мировые животные»**

**1 Complete the names of the animals.** 1 she/eat/vegetables? (v)

1 g \_ \_ \_ \_ \_ e 2 they/like /the/animals? (v)

2 e \_ \_ p \_ \_ \_ \_ 3 tigers/live/in/Brazil?(x)

3 m \_ n \_ \_ y 4 elephants/eat/meat?(x)

4 p \_ \_ r \_ t 5 birds/eat/insects?(v)

5 b \_ \_ r

**2 Circle the odd one out. 5 Use the sentences to complete**

1 elephant – fur – trunk – tail  **the dialogue.**

2 feathers – beak – insect – wings 1) What’s wrong with him?

3 lion – paw – tail – feather 2) Let’s have a look at him

4 giraffe – tail – neck – wings 3) Really? How?

5 tiger – bear – zoo – penguin 4) What’s the matter?

Vet: Hi, Kelly. 1)…………..…………?

Kelly: It’s Ben, my dog. He doesn’t look happy.

Vet: 2)………………………………………?

**3 Put the words in the correct order**

**to make full sentences.** Kelly: I think he’s got a broken leg.

Vet: 3) ………………………………………?

1 plays/on/football/He/Mondays. Kelly: I don’t really know.

2 Brazil/in/lives/ He Vet: OK. 4) …………………………………..

3 live/trees/in/Monkeys

4 plants/Rhinos/eat.

5 A/likes/cat/milk.

**4 Use the prompts to write questions and**

**answers as in the example.**

0 you/like/tigers(x)

Do you like tigers?

No, I don’t.

**3. Контрольная работа № 3 «Особые дни»**

**1 Match the words to form collocations.** 4 A: Are there …………..bananas?

1 \_\_have a bonfires B: No, there are aren’t …………. .

2 \_\_ dress b gifts

3 \_\_ exchange c up

4 \_\_ light d special food **5 Use the prompts to complete the exchanges.**

5 \_\_ decorate e street parades 1) Can I take your order? How about pizza?

6 \_\_ cook f the house There is some. Enjoy your meal.

That would be nice.

1A: Would you like a glass of milk?

**2 Fill in the missing letters.** B:………………………………..

1 a c \_ \_ \_ \_n 5 a p\_ \_ \_ \_t of pasta 2 A: ……………………….

of milk B:I’d like a cheese sandwich, please.

2 a b\_ \_ \_ \_e 6 a b\_ \_ of cereal 3 A: …………………………

of olive oil B: I don’t think so.

3 a b \_ \_ \_ \_l 4 A: …………………………..…

of sugar B: Thank you.

4 a g\_ \_ \_s of orange juice 5A: Is there any orange juice? B: …………………….

**3 Choose the correct word**

1 a/some potatoes 5 some / a biscuits

2 some / an eggs 6 a / some rice

3 a /an apple 7 an /a banana

4 some / a milk 8 some / a sugar

**4 Fill in the gaps with:** *some, any, much, many*.

1 A: How ……………potatoes have we got?

B: Not …………….. .

2 There are …… peas, but there aren’t ………….onions.

3 A: Are there …………………….apples?

B: Yes, but not ………... .

**4. Контрольная работа № 4«Каникулы»**

**1 Fill in the right word. 4 Fill in *can* or *can’t.***

1 I will go on a s \_ \_ \_ \_ \_ 1 ……… I listen to some music?

holiday this winter. No, you …… . Dad is sleeping.

2 Bob likes e \_ \_ \_ \_ \_ \_ 2 Excuse me, you ….. smoke in here.

sports; he goes bungee jumping 3 You …….hire jet skis from the hotel.

every day. 4 We …… take the bus to the beach.

3 I love c \_ \_ \_ \_ \_ \_ holidays There’s one every hour.

where we stay in a tent.

4 I think we’ll go on a coach t \_ \_ \_ all

around Scotland next summer.

**5 Circle the correct word.**

1 I **will / won’t** go to school today. I’m ill.

2 Will you **get / getting** the tickets for me?

**2 Match to form names of sports and activities.** 3I think she **is / will** come to the party later.

4 ‘Why don’t you come for lunch?’ ‘Okay,

1 \_\_ rock … a surfing I **won’t / will.**’

2 \_\_ jet … b climbing 5 Don’t stay in the sun or you **will /are** get

3 \_\_ scuba … c biking sunburn.

4 \_\_mountain … d seeing 6‘She will be late for work’. No, she

**will/won’t**.

5 \_\_ sight … e diving 7 I **will/won’t** go shopping now. It’s too late.

6 \_\_ wind … f skiing 8‘Will you help me, please?’‘ Of course I

**won’t’/ will.**’

9 One day I **won’t / will** be famous.

**3 Match 1- 4 with a – d.**

1 \_\_ I’ve got toothache. **6 Complete the exchanges.**

2 \_\_ I’ve got stomachache. 1 A: Hello, can 1) ………………….?

3 \_\_ I’ve got a temperature. B: Yes, I 2)……..……….rent a car, please?

4 \_\_ I’ve got a sunburn. 2 A: Will you come hiking with me?

B: I’m sorry but 3) …………………….. .

a Stay out of the sun!

b See a dentist! 3 A: 4) ……………………….. is it per day?

c See a doctor! B: It’s €24.

d Take an aspirin! 4 A: What’s 5) …………………………….?

1. **Контрольная работа №1 «Виды транспорта»**

**1 Guess the words .**

1 traffics s \_ \_ \_ 4 zebra \_ \_ \_ \_ \_ \_ \_

2 seat b \_ \_ \_ 5 parking z \_ \_ \_

3 traffic l \_ \_ \_ \_ \_ 6 yellow l \_ \_ \_ \_

**2 Fill in: in, on, by , of.**

1 He's travelling ……………….. the 8 o'clock train.

2 We go to school …………………………….foot.

3 She is afraid of travelling …………………plane.

4 Don't lean out ……………………….the window.

5 Walk ……………………………….the pavement.

**3 Complete the sentences with these words.**

• sail • drive • ride • fly • cross

1 I can't ………… a plane, but I can ………….a boat.

2 Don't …………. the road when the light is red

3 If you want to learn how to a car, you can go to ……………………a driving school.

4 When the weather is good, I ……………….my bike in the park.

**4 Write the opposites.**

1 go - …………………..

2 turn left - ……………….

3 go up the street - …………….

4 red lights -…………………..

5 fast- ………………………

**5 Put the words in the correct order to form**

**full sentences.**

1 both/cross/ways/look/before/you/road/the

2 parked/cross/between/don't/cars

3 traffic/against/ride/don't

4 bicycle/wear/helmet/a

5 pavement/stand/on/the

**6 Put the sentences in the correct order to**

**make a dialogue.**

\_ Yes, there's one quite near.

\_ You're welcome.

\_ How do I get there?

\_ Excuse me, is there a hospital near here?

\_ Go down Bridge Road and turn left into Green Street. \_ Thank you.

1. **Контрольная работа №2 «Праздники»**

**1 Fill in *make* or *do.***

1 …………………… a special dish

2 …………………….the shopping

3 ……………………your homework

4……………………. the decorations

5 …………………….the washing-up

6 …………………………………tea

7…………………………. the dusting

**2 Match the words to form**

1 light a gifts

2 exchange b the house

3 decorate c lamps

4 make d a costume

5 wear e preparations

6 visit f the fireworks

7 watch j people

**3 Fill in the sentences with the words below.**

• up • out • over • fun • round • in

1 Children usually have ……… dressing …….. .

2 Come here and join…………. . the game.

3 Can I pop ……………………. to borrow some sugar? It's run ………………… .

**4 Fill in the gaps with the *present continuous.***

1 A: What …………………………………… .(Lizzie/do) right now?

B: She ……………………………………….. .(make) tea.

2 A: Hey! You ……………………………….. .(not/watch) the fireworks!

B: Yes, lam! I ………………………………… .(take) some pictures as well.

3 A: ……………………………..…………..... .(the twins/cut) the bread?

B: No, they are washing the dishes.

**5 Use the prompts to fill in the gaps.**

• Who are they for? • Nothing special.

• Not bad at all. • It's awful.

• I don't like them.

1 A: What are the toffee apples like?

B: …………………………………… .

2 A: Is the festival good?

B:……………………………………. .

3 A: What do you think of my costume?

B: ……………………………………. .

4 A: How do you like the food?

B: I really don't like it.

5 A: …………………………………. .

B: My mother.

1. **Контрольная работа №3 «Еда и напитки»**

**1 Circle the odd word out.**

breakfast - lunch - dinner - dessert

lemon - jam - honey - sugar

boil - fry - order - bake

starters - drink - main courses - desserts

bread - fibre - iron - vitamin

**2** **Write the correct word.**

a b \_ \_ \_ \_ \_ of olive oil

a b \_ \_ of cereal

a p \_ \_ \_ \_ \_of biscuits

a b \_ \_of rice

a j \_ \_ of jam

a I \_ \_ \_ of bread

a b \_ \_ of chocolate.

**3 Underline the correct word.**

There is some/any milk in the fridge.

Are there any/some bananas left?

There are a lot of/much biscuits in the box.

There wasn't many/any coffee left.

Is there much/many rice left?

There are much/many dishes to choose from.

I want a few/a little sugar in my coffee.

We've got a little/a few oranges here.

**4 Put the verbs in brackets in the *present***

***simple, present continuous* or *simple past.***

1 ………………..……………..(you/bake)a cake for your birthday last week.

2 He ……………………. (eat) pasta twice a week.

3 We ………………………………….(have) lunch together yesterday.

4 Mum ………………………….(bake) a cake now.

5 Where …………………………………..(you/go)? To the supermarket.

6 Sheila ……………………….(not/like) spicy food.

**5 Match the questions to their answers.**

1 Can I have the menu?

2 Would you like anything to drink?

3 Are you ready to order sir?

4 How about some creamy mushrooms?

a No, I'm on a diet.

b Here you are, sir.

c A glass of mineral water, please.

d Yes. I'd like the chef's salad, please.

1. **Контрольная работа №4 «Время летних отпусков»**

**1 Write the adjective.**

1 sun - …………………. 3 fog - …………………

2 rain - ………………… 4 chill - ………………..

**2**  **Match the words.**

1 taste a performance

2 buy b souvenirs

3 visit c a party

4 attend d local food

5 have e art galleries

**3 Circle the odd word out.**

1 boots - trainers - shorts - shoes

2 cloudy - shabby - hot - windy

3 go: skiing - diving - camping - swimming

**4 Circle the correct answer.**

1 She's tired. She will / is going to sleep early tonight.

2 The doorbell is ringing. I will / am going to answer it.

3 Dr Brown is travelling / will travel to Paris tomorrow morning.

4 I am seeing / will see my dentist on Wednesday.

**5 Complete the exchanges.**

1 Can I borrow your hat? Yes, ………………………….. .

2 May I use your camera? No, I'm ………………………. .

3 Can I use your pen? Yes, that's ……………………….. .

Could I borrow your coat? No,……….. ………………… .

**Контрольно-оценочные материалы по английскому языку 7 класс**

**Контрольная работа №1 «Образ жизни»**

***Variant A***

1. **Fill in the correct preposition and write them out.**

|  |
| --- |
| Afte into of on out over |

1. My brother and his friends hang\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at the shopping centre on Saturdays.
2. I saw 2 policemen running\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a robber.
3. We ran out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_milk, so can you buy some when you’re at the supermarket?
4. **Put the words in brackets into the Present Simple or Present Continuous and write down these sentences into your test book.**
5. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(feed) the chickens every morning at 6:30.
6. We \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_(go) to the cinema tomorrow afternoon. Would you like to come with us?
7. I \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_(study)in my bedroom at the moment , but I can join you in the park later.
8. **Choose the correct response.**

1)I’m always late for my class! \_\_\_\_\_ a)Why don’t you go home?

2)I’ve got a toothache. \_\_\_\_\_ b)I think you should see a dentist.

3)I want to help prevent crime. \_\_\_\_\_ c)Why doesn’t he get a cat?

4)I’m feeling a bit homesick. \_\_\_\_\_ d)Why don’t you buy an alarm clock?

5)My grandpa doesn’t like living on his own. \_\_\_\_\_ e)How about join neighborhood watch?

1. **Read the text and mark the sentences T (true) or F (false).**

Fires that happen in the home are a very serious problem today. In America, there are over 100,000 home fires every year and many start in the kitchen. There are a lot of things you can do to protect your house from fire. First of all, you need to follow a few safety rules. You should never leave the kitchen while you are cooking. It’s also a bad idea to wear loose clothes when you cook. Always keep the cooking area clean and don’t let children come very close to the cooker. It is also important to know what to do if a fire starts. If a pan catches fire, don’t throw water on it! Put a blanket over it and turn off the heat. If the fire doesn’t go out, call the fire brigade. If a fire starts inside the oven, keep the door shut and turn it off. If you burn yourself, run cold water over the burn. Finally, install a smoke alarm and learn how to use it. Also, know the number of your fire brigade by heart. It’s better to be safe than sorry.

1)In America, there are more than 100,000 home fires a year. \_\_\_\_\_\_\_\_\_

2)Call the fire brigade if a fire doesn’t go out right away. \_\_\_\_\_\_\_\_\_

3)Children should stay close to the cooker. \_\_\_\_\_\_\_\_\_

4)A lot of home fires start in kitchens. \_\_\_\_\_\_\_\_\_

5)You should keep your cooking area clean. \_\_\_\_\_\_\_\_\_

6)If a fire starts, pour water on it to put it out. \_\_\_\_\_\_\_\_\_

7)You should have a smoke alarm and know how to use it. \_\_\_\_\_\_\_\_\_

8)You shouldn’t wear loose clothes when cooking. \_\_\_\_\_\_\_\_\_

9)There’s not much we can do to stop fires. \_\_\_\_\_\_\_\_\_

10)You should always leave the kitchen while cooking. \_\_\_\_\_\_\_\_\_

***Variant B***

1. **Fill in the correct preposition and write them out.**

|  |
| --- |
| Afte into of on out over |

1). I ran \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an old friend at the supermarket yesterday.

2). If a burglar breaks into your house, always hand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_your valuables.

3). We ran out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_milk, so can you buy some when you’re at the supermarket?

1. **Put the words in brackets into the Present Simple or Present Continuous and write down these sentences into your test book.**

1). She \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_(visit) her grandma every Sunday afternoon.

2). I \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_(cook) the dinner this evening, so please don’t be late.

3). Be quite! The baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(sleep).

1. **Choose the correct response.**

1)I’m always late for my class! \_\_\_\_\_ a)Why don’t you go home?

2)I’ve got a toothache. \_\_\_\_\_ b)I think you should see a dentist.

3)I want to help prevent crime. \_\_\_\_\_ c)Why doesn’t he get a cat?

4)I’m feeling a bit homesick. \_\_\_\_\_ d)Why don’t you buy an alarm clock?

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1. **Read the text and mark the sentences T (true) or F (false).**

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1)In America, there are more than 100,000 home fires a year. \_\_\_\_\_\_\_\_\_

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3)Children should stay close to the cooker. \_\_\_\_\_\_\_\_\_

4)A lot of home fires start in kitchens. \_\_\_\_\_\_\_\_\_

5)You should keep your cooking area clean. \_\_\_\_\_\_\_\_\_

6)If a fire starts, pour water on it to put it out. \_\_\_\_\_\_\_\_\_

7)You should have a smoke alarm and know how to use it. \_\_\_\_\_\_\_\_\_

8)You shouldn’t wear loose clothes when cooking. \_\_\_\_\_\_\_\_\_

9)There’s not much we can do to stop fires. \_\_\_\_\_\_\_\_\_

10)You should always leave the kitchen while cooking.

\_\_\_\_\_\_\_\_\_

**Контрольная работа №2 «Что ждёт нас в будущем?»**

**Variant A**

**1. Complete the words.**

1) l\_ \_ t \_ p

2) \_ a d \_ \_ t s

3)a \_ s \_ g \_ m e \_ \_

**2. Choose the right form of the verb and write these sentences down.**

1) I promise I am going to/will take out the rubbish.

2) I will/am going to order some cheese food if you want.

**3. Put the verbs in brackets into the Future Simple or the Present Simple.**

1) He always \_\_\_\_\_\_\_\_\_\_(lock) the door when he leaves for work.

2) If I \_\_\_\_\_\_\_\_\_\_\_(hear) anything about the accident, I’ll let you know.

**4. Read the essay below and choose A, B or C to complete the sentences.**

Most people today cannot imagine their life without a mobile phone. I believe it is one of the most important innovations ever. Thanks to mobile phones, our lives are much easier today.

First of all, if you have a mobile phone you can make phone calls no matter where you are. For example, you can call a friend to let them know that you lost your way or are going to be late. As a result, you feel safer and less stressed. In addition, we can use mobile phones to send text messages. We can write messages to friends giving them news or sending them birthday wishes. We can even listen to the radio while travelling on a bus or the metro. However, some people would argue that it has a negative effect on our life. If we use mobile phones all the time, it is bad for our health.

In my opinion, mobile phones have more advantages than disadvantages if we use them correctly. Our lives are better with them and they are here to stay.

1) Most people nowadays \_\_\_\_\_\_\_.

A. cannot live without mobile phones.

B. imagine life without mobile phones.

C. live without mobile phones.

2)Thanks to mobile phones, our lives have become \_\_\_\_\_\_\_.

A. simpler.

B .more exciting.

C .more complicated.

3)One of the advantages of mobile phones is that \_\_\_\_\_\_\_.

A. they play music.

B .they are cheap.

C. they let us call people wherever we are.

4) Mobile phones are also used to \_\_\_\_\_\_\_.

A. send wishes.

B. send letters.

C .send bills.

5)The main disadvantage of mobile phones is that \_\_\_\_\_\_\_.

A .they are expensive.

B .they are bad for our health.

C. theycreatestress.

**Variant B**

**1.Complete the words.**

1)a \_ s \_ g \_ m e \_ \_

2) s \_ b \_a \_ \_ n \_s

3) \_ u t \_ \_ n

**2. Choose the right form of the verb and write these sentences down.**

1) Look at those black clouds! It’s probably will/ going to rain.

2) I want to buy a new DVD so I will/am going to save my pocket money.

**3. Put the verbs in brackets into the Future Simple or the Present Simple.**

1) Maybe I \_\_\_\_\_\_\_\_\_\_\_\_(be) a writer when I grow up.

2) If I have a party, I \_\_\_\_\_\_\_\_\_\_\_\_( invite) all my friends.

**4. Read the essay below and choose A, B or C to complete the sentences.**

Most people today cannot imagine their life without a mobile phone. I believe it is one of the most important innovations ever. Thanks to mobile phones, our lives are much easier today.

First of all, if you have a mobile phone you can make phone calls no matter where you are. For example, you can call a friend to let them know that you lost your way or are going to be late. As a result, you feel safer and less stressed. In addition, we can use mobile phones to send text messages. We can write messages to friends giving them news or sending them birthday wishes. We can even listen to the radio while travelling on a bus or the metro. However, some people would argue that it has a negative effect on our life. If we use mobile phones all the time, it is bad for our health.

In my opinion, mobile phones have more advantages than disadvantages if we use them correctly. Our lives are better with them and they are here to stay.

1) Most people nowadays \_\_\_\_\_\_\_.

A. cannot live without mobile phones.

B. imagine life without mobile phones.

C. live without mobile phones.

2)Thanks to mobile phones, our lives have become \_\_\_\_\_\_\_.

A. simpler.

B .more exciting.

C .more complicated.

3)One of the advantages of mobile phones is that \_\_\_\_\_\_\_.

A. they play music.

B .they are cheap.

C. they let us call people wherever we are.

4) Mobile phones are also used to \_\_\_\_\_\_\_.

A. send wishes.

B. send letters.

C .send bills.

5)The main disadvantage of mobile phones is that \_\_\_\_\_\_\_.

A .they are expensive.

B .they are bad for our health.

C. theycreatestress.

**Контрольная работа № 3 «Проблемы экологии»**

***Variant A***

1. **Match the words.**

1. solar a. pollution

2. endangered b. rubbish

3. factory c. power

4. natural d. out

5.air,water and soil e. waste

6. toxic f. a pond

7. wipe g. habitat

8. clean out h. species

9. collect i. fumes

1. **Complete with the Present Perfect Continuous form of the verb in brackets.**

1.People \_\_\_\_\_\_\_\_\_\_\_\_\_ (pollute) the atmosphere for 100 years.

2.Toxic fumes \_\_\_\_\_\_\_\_\_\_\_\_ (poison) our planet.

3.Air pollution \_\_\_\_\_\_\_\_\_\_\_\_\_(destroy) the sculpture for 50 years.

1. **Fill in: have to, don’t have to**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ water the flowers. I’ve done it.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_take the dog for a walk before she leaves.

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ give me a lift. I will walk.

1. **Fill in the correct question tag**

1. She isn’t here, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

2. They live in Paris,\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3. The boys are playing football now, \_\_\_\_\_\_\_\_\_\_\_\_?

1. **Read the article and choose** *A, B* **or** *C* **to complete the gaps.**

Are we doing enough to protect animals? Animal species are disappearing from our planet fast. Scientists believe that 50 animal species are being wiped out in the wild every day. This happens because they lose their natural **1)** \_\_\_\_\_\_\_. Some say that the only way to **2)** \_\_\_\_\_\_\_ endangered animals is to place them in a zoo. They claim that zoos keep the animals safe from harm and help **3)** \_\_\_\_\_\_\_ their numbers. On the other hand, other people say that zoos can’t **4)** \_\_\_\_\_\_\_ an animal’s natural habitat. That’s why we need to focus on protecting their natural environments in the wild. In my opinion, it is difficult to say what is best for our animal friends. I believe that more work should be done to protect animals’ natural habitats. If we all lend a **5)** \_\_\_\_\_\_\_\_, we can work wonders!

A. habitats B. dangers C. atmospheres

A. donate B. protect C. pollute

A. stop B. increase C. gather

A. teach B. join C. replace

A. ear B. hand C. foot

**Variant B**

**1.Match the words.**

1. solar a. pollution

2. endangered b. rubbish

3. factory c. power

4. natural d. out

5.air,water and soil e. waste

6. toxic f. a pond

7. wipe g. habitat

8. clean out h. species

9. collect i. fumes

**2.Complete with the Present Perfect Continuous form of the verb in brackets.**

1.People \_\_\_\_\_\_\_\_\_\_\_\_\_\_(think )over green cities issues since they moved.

2.The family\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (use )solar power panel to heat the house in winter.

3.My parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(donate) money to WWF for a long time.

**3.Fill in: have to, don’t have to**

They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ give me a lift. I will walk.

We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_do something to help the planet.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_go to the desert to see camels. He can see them at the zoo.

**4.Fill in the correct question tag**

1. The girls are playing piano now, \_\_\_\_\_\_\_\_\_\_\_\_?

2. He couldn’t swim when he was three, \_\_\_\_\_\_\_\_\_\_\_\_\_?

3. Ann and Peter went to the concert hall yesterday, \_\_\_\_\_\_\_\_\_\_\_\_\_?

**5.Read the article and choose** *A, B* **or** *C* **to complete the gaps.**

Are we doing enough to protect animals? Animal species are disappearing from our planet fast. Scientists believe that 50 animal species are being wiped out in the wild every day. This happens because they lose their natural **1)** \_\_\_\_\_\_\_. Some say that the only way to **2)** \_\_\_\_\_\_\_ endangered animals is to place them in a zoo. They claim that zoos keep the animals safe from harm and help **3)** \_\_\_\_\_\_\_ their numbers. On the other hand, other people say that zoos can’t **4)** \_\_\_\_\_\_\_ an animal’s natural habitat. That’s why we need to focus on protecting their natural environments in the wild. In my opinion, it is difficult to say what is best for our animal friends. I believe that more work should be done to protect animals’ natural habitats. If we all lend a **5)** \_\_\_\_\_\_\_\_, we can work wonders!

A. habitats B. dangers C. atmospheres

A. donate B. protect C. pollute

A. stop B. increase C. gather

A. teach B. join C. replace

A. ear B. hand C. foot

**Контрольная работа №4 «В здоровом теле-здоровый дух»**

**Variant A**

1. **Use the prompts to complete the phrases.**

|  |
| --- |
| sit move throw argue lose practise |

1.to \_\_\_\_\_\_\_\_\_\_\_\_ house

2.to \_\_\_\_\_\_\_\_\_\_\_\_ with someone

3.to \_\_\_\_\_\_\_\_\_\_\_\_ an exam

**2.Fill in the gaps with *apart*, *behind*or*out*.**

1. Tim has fallen \_\_\_\_\_\_\_\_\_\_ with Sam because he broke his MP3 player.

2. She fell \_\_\_\_\_\_\_\_\_\_\_\_\_ with her schoolwork when she was ill.

**3.Write the correct *reflexive pronoun* in the gap.**

1. Did you hurt \_\_\_\_\_\_\_\_\_\_\_ badly in the accident?

2. I made the meal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3. We don’t need any help. We are going to do it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**4.Fill in the correct word.**

|  |
| --- |
| sore ache miserable chip flu sprain hurt appointment |

1. Can I have some honey, please? My throat is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2. I have a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to see the doctor this afternoon.

3. Polly didn’t go to school today as she had a stomach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**5.Read the text below and choose A, B or C to complete the sentences.**

Oxfarm is a UK charity that helps people who are in need of food and water and whose lives are **1)** \_\_\_\_\_\_\_\_\_\_\_\_ danger when natural disasters hit the **2)** \_\_\_\_\_\_\_\_\_\_\_\_ thy live in. Members **3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Oxfarm are spread out around the world. Spain, Germany, the United States and Canada are only **4)\_\_\_\_\_\_\_\_\_\_\_\_\_** of the countries that are part of the Oxfarm family. Volunteers from all over the world offer their help to improve the quality of life of **5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people.

A) in B) out C) on

A) world B) area C) house

A) to B) under C) of

A) some B) many C) any

A) unable B) unlucky C) unusual

**Variant B**

**1.Use the prompts to complete the phrases.**

|  |
| --- |
| sit move throw argue lose practise |

1.to \_\_\_\_\_\_\_\_\_\_\_\_ an exam

2.to \_\_\_\_\_\_\_\_\_\_\_\_ a party

3.to \_\_\_\_\_\_\_\_\_\_\_\_ something valuable

**2.Fill in the gaps with *apart*, *behind*or*out*.**

1. He fell \_\_\_\_\_\_\_\_\_\_\_\_\_ with her schoolwork when she was ill.

2. The bookcase fell \_\_\_\_\_\_\_\_\_\_\_\_ as soon as we placed some books on it.

**3.Write the correct *reflexive pronoun* in the gap.**

1. He usually goes to the gym by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The computer switched off by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3. The new teacher introduced \_\_\_\_\_\_\_\_\_\_\_\_\_\_to the class.

**4.Fill in the correct word.**

|  |
| --- |
| sore ache miserable chip flu sprain hurt appointment |

1. John has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his back and has to rest.

2. When you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a tooth you have to go to the dentist.

3. What happened? Did you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your wrist?

**5.Read the text below and choose A, B or C to complete the sentences.**

Oxfarm is a UK charity that helps people who are in need of food and water and whose lives are **1)** \_\_\_\_\_\_\_\_\_\_\_\_ danger when natural disasters hit the **2)** \_\_\_\_\_\_\_\_\_\_\_\_ thy live in. Members **3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Oxfarm are spread out around the world. Spain, Germany, the United States and Canada are only **4)\_\_\_\_\_\_\_\_\_\_\_\_\_** of the countries that are part of the Oxfarm family. Volunteers from all over the world offer their help to improve the quality of life of **5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people.

A) in B) out C) on

A) world B) area C) house

A) to B) under C) of

A) some B) many C) any

A) unable B) unlucky C) unusual

**Контрольно-оценочные материалы по английскому языку 8 класс**

**Контрольная работа №1 «Продукты питания и покупки»**

***Variant A***

**1. Underline the correct item.**

1. This dish is delicious and doesn’t take **much/many** time to prepare.

2. What is Jane doing? She has **been to/been in** the dressing room for an hour.

3. There were very **little/few** people at the restaurant, so it was easy for us to find a table.

4. Lyn’s family moved to Spain from **-/ the** UK when she was still a baby.

5. Your doctor can give you some good **advice/ advices** on how to follow a more balances diet.

6. Dad will back in half an hour. He’s **gone to/been to** the newsagent’s to pick up today’s paper.

7. Ann can’t make it to dinner tonight, but the good news **is/ are** that she’ll be able to spend the whole weekend with us.

8. Her grandmother has a **gold Russian/ Russian gold** pair of earrings.

9. Can I pay **by/in**cheque, please?

10. “Do you want to have lunch with me?” –“Sure. I have **a little/a few** free time before my next class.”

2.**Fill in the missing word. There are three answers you do not need to use.**

*Pride,packed, pinch, fussy,demand, side, basically, stock*

1. If you add a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of salt, it will taste better.

2. It’s very popular so it is in great \_\_\_\_\_\_\_\_\_\_\_ at the moment.

3. Traditional Spanish tortilla, which is \_\_\_\_\_\_\_ a thick potato omelette, is very popular in Spain.

4. A lot of young children don’t like many types of food. They are \_\_\_\_\_\_\_\_\_\_ eaters.

5. Mothers take great \_\_\_\_\_\_\_\_\_\_ in creating ‘school-bentos’ for their children.

**3. Put the words in brackets into the Present Perfect or the Present Perfect Continuous.**

1. He \_\_\_\_\_\_\_\_\_\_ (**work**) very hard recently. He needs some time off.

2. \_\_\_\_\_\_\_\_\_\_\_ (**you /ever/ eat**) Chinese food?

3. Liz \_\_\_\_\_\_\_\_\_\_ (**go**) to the flea market. She’ll be back in an hour.

4. \_\_\_\_\_\_\_\_\_\_ (**you/clean**) all morning?

5. We \_\_\_\_\_\_\_\_\_\_\_\_ (**not/buy**) all our Christmas presents yet.

**4. Underline the correct item.**

1. This dish is delicious and doesn’t take **much/many** time to prepare.

2. What is Jane doing? She has **been to/been in** the dressing room for an hour.

3. There were very **little/few** people at the restaurant, so it was easy for us to find a table.

4. Lyn’s family moved to Spain from **-/ the** UK when she was still a baby.

5. Your doctor can give you some good **advice/ advices** on how to follow a more balances diet.

6. Dad will back in half an hour. He’s **gone to/been to** the newsagent’s to pick up today’s paper.

7. Ann can’t make it to dinner tonight, but the good news **is/ are** that she’ll be able to spend the whole weekend with us.

8. Her grandmother has a **gold Russian/ Russian gold** pair of earrings.

9. Can I pay **by/in**cheque, please?

10. “Do you want to have lunch with me?” –“Sure. I have **a little/a few** free time before my next class.”

5. **Use the sentences (a-e) to complete the dialogue.**

**1. Lisa:** This antique table is really beautiful. 1) \_\_\_ **a)** It was a bargain.

**Maria:** Yes, I bought it 2 days ago. 2) \_\_\_\_\_\_\_\_\_ **b)** Is it new?

**Lisa:** It really suits your living room.

Where did you buy it? **c)** I’m glad you like it.

**Maria:** 3) \_\_\_\_\_\_\_\_**d)** It’s just around the corner from the florist’s.

**Lisa:** I’ve never been there. Whereabouts is it? **e)** At Pete’s Antique Shop in the town centre.

**Maria:** 4) \_\_\_\_\_\_\_\_

**Lisa:** Was it expensive?

**Maria:** Not at all. 5) \_\_\_\_\_. I got it for half the original price.

**Lisa:** Fantastic! Maybe I’ll go and have a look on Saturday.

**Maria:** We can go together if you like.

**Lisa:** Great! See you there.

***Vriant B***

**1. Underline the correct item.**

1. It’s fun looking through the things at the open-air **malls /stalls.**

2. “I like scrambled eggs. How about you?” –“I prefer them **poached/ mashed.”**

3. Be careful not to **spill the salt /spill the beans** and tell Tom about a surprise party.

4. Don’t worry, I’ll show you how to set the table for a formal dinner; it’s a **cup of tea/piece of cake**.

5. “I can’t believe that we spent so much money at the supermarket!” - “Well, prices have gone **with/ up** again.”

6. Liz is on a very tight **budget/bargain** right now, so she doesn’t want to spend money on anything she doesn’t really need.

7. She bought a beautiful handbag that goes **with /off** all her clothes**.**

8. Milk and other dairy products are very **appealing/ nourishing** for young children, as they help them grow strong and healthy.

9. The loud street **bargains/ vendors** create a colourful atmosphere.

10. Can you **pour/ peel** the vegetables, please?

2. **Fill in the missing word. There are three answers you do not need to use.**

*demand, pinch, fussy,packed, side, basically, pride, stock*

1. A lot of young children don’t like many types of food. They are \_\_\_\_\_\_\_\_\_\_ eaters.

2. Mothers take great \_\_\_\_\_\_\_\_\_\_ in creating ‘school-bentos’ for their children

3. It’s very popular so it is in great \_\_\_\_\_\_\_\_\_\_\_ at the moment.

4. If you add a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of salt, it will taste better.

5. Traditional Spanish tortilla, which is \_\_\_\_\_\_\_ a thick potato omelette, is very popular in Spain.

**3. Put the words in brackets into the Present Perfect or the Present Perfect Continuous.**

1. We \_\_\_\_\_\_\_\_\_\_\_\_ (**not/buy**) all our Christmas presents yet.

2. \_\_\_\_\_\_\_\_\_\_ (**you/write**) all morning?

3. Phil \_\_\_\_\_\_\_\_\_\_ (**go**) to the supermarket. He’ll be back in an hour.

4. \_\_\_\_\_\_\_\_\_\_\_ (**you /ever/ eat**) Japanese food?

5. He \_\_\_\_\_\_\_\_\_\_ (**work**) very hard recently. He needs some time off.

**4. Underline the correct item.**

1. Tom can’t make it to dinner tonight, but the good news **is/ are** that he’ll be able to spend the whole weekend with us.

2. Can I pay **by/in**cheque, please?

3. Mark will back in half an hour. He’s **gone to/been to** the newsagent’s to pick up today’s paper.

4. Her aunt has a **gold Russian/ Russian gold** pair of earrings.

5. “Do you want to have lunch with me?” –“Sure. I have **a little/a few** free time before my next class.”

6. There were very **little/few** people at the restaurant, so it was easy for us to find a table.

7. This dish is delicious and doesn’t take **much/many** time to prepare.

8. Helen’s family moved to German from **-/ the** UK when she was still a baby.

9. What is Kate doing? She has **been to/been in** the dressing room for an hour.

10. Your doctor can give you some good **advice/ advices** on how to follow a more balanced diet.

5. **Use the sentences (a-e) to complete the dialogue.**

**Lisa:** This antique table is really beautiful. 1) \_\_\_ **a)** I’m glad you like it.

**Maria:** Yes, I bought it 2 days ago. 2) \_\_\_\_\_\_\_\_\_ **b)** Is it new?

**Lisa:** It really suits your living room.

Where did you buy it? **c)** It’s just around the corner from the florist’s.

**Maria:** 3) \_\_\_\_\_\_\_\_**d)**It was a bargain.

**Lisa:** I’ve never been there. Whereabouts is it? **e)** At Pete’s Antique Shop in the town centre.

**Maria:** 4) \_\_\_\_\_\_\_\_

**Lisa:** Was it expensive?

**Maria:** Not at all. 5) \_\_\_\_\_. I got it for half the original price.

**Lisa:** Fantastic! Maybe I’ll go and have a look on Saturday.

**Maria:** We can go together if you like.

**Lisa:** Great! See you there.

**Контрольная работа №2 «Будь самим собой!»**

***Variant A***

**1. Circle the odd word out.**

1. plain / striped / sporty / checked 3. slim /thin / thick / overweight

2. velvet / linen / scruffy/ nylon 4. elegant / casual /polka-dot/ smart

**2. Fill in the missing word. There are three answers you do not need to use.**

*Bushy, crooked, fit, overweight, suits, try, protruding, frizzy, slim*

1. She’s got a very \_\_\_\_\_\_\_\_ figure.

2. Ben made a nasty remark about Kate’s \_\_\_ eyebrows.

3. Would you like to \_\_\_\_\_\_\_ on that dress?

4. Liz is \_\_\_\_\_\_\_\_\_\_. She must go on a diet.

5. Ted doesn’t like his \_\_\_\_\_\_\_\_ nose.

6. I’m not happy with my \_\_\_\_\_\_\_\_ hair! I wish it was straight.

**3. Underline the correct item.**

1. Jenny is sitting an exam this morning, so keep your **arms/fingers** crossed.

2. The fashion show has been put **off/ out** until next Friday.

3. The first terrifying fifteen minutes of the film made my **hair/head** stand on end.

4. This ring isn’t made of real gold; it’s **priceless/ worthless.**

5. Tim’s shirt **fits/ goes** really well with his trousers.

6. Mark has **grown/ increased** much taller, and his clothes don’t fit him anymore.

7. It’s a formal party. You really should put **out/on** a tie.

8. Alex has **lost/ missed** a lot of weight since he started exercising.

**4. Fill in the gaps. Use *too* or *enough*.**

1. Kate believes that she isn’t pretty \_\_\_\_\_\_\_\_\_ to be a fashion model.

2. Betsy should put on a little weight; she’s \_\_\_\_\_\_\_\_ skinny.

3. “What do you think of this shirt?” – “It doesn’t fit you. The sleeves are \_\_\_\_\_\_\_ long.”

4. “Why didn’t you buy those shoes?” – “They weren’t comfortable \_\_\_\_\_\_\_.”

5. There are many teens who are \_\_\_\_\_\_\_ troubled about their body image.

**5. Rewrite the following sentences into the passive.**

1. John Napier designed the costumes for *Cats*. 4. They have translated the book into 25 languages.

2. You cannot take pets into the theatre. 5. The chef is preparing the food.

3. The company will publish the new *Harry Potter* book next month.

***Variant B***

**1. Circle the odd word out.**

1. plain / striped / sporty / checked 3. slim /thin / thick / overweight

2. velvet / linen / scruffy/ nylon 4. elegant / casual /polka-dot/ smart

**2.Fill in the missing word. There are three answers you do not need to use.**

*Bushy, crooked, fit, overweight, suits, try, protruding, frizzy, slim*

1. She’s got a very \_\_\_\_\_\_\_\_ figure.

2. Ben made a nasty remark about Kate’s \_\_\_ eyebrows.

3. Would you like to \_\_\_\_\_\_\_ on that dress?

4. Liz is \_\_\_\_\_\_\_\_\_\_. She must go on a diet.

5. Ted doesn’t like his \_\_\_\_\_\_\_\_ nose.

6. I’m not happy with my \_\_\_\_\_\_\_\_ hair! I wish it was straight.

**3. Underline the correct item.**

1. Jenny is sitting an exam this morning, so keep your **arms/fingers** crossed.

2. The fashion show has been put **off/ out** until next Friday.

3. The first terrifying fifteen minutes of the film made my **hair/head** stand on end.

4. This ring isn’t made of real gold; it’s **priceless/ worthless.**

5. Tim’s shirt **fits/ goes** really well with his trousers.

6. Mark has **grown/ increased** much taller, and his clothes don’t fit him anymore.

7. It’s a formal party. You really should put **out/on** a tie.

8. Alex has **lost/ missed** a lot of weight since he started exercising.

**4. Fill in the gaps. Use *too* or *enough*.**

1. Kate believes that she isn’t pretty \_\_\_\_\_\_\_\_\_ to be a fashion model.

2. Betsy should put on a little weight; she’s \_\_\_\_\_\_\_\_ skinny.

3. “What do you think of this shirt?” – “It doesn’t fit you. The sleeves are \_\_\_\_\_\_\_ long.”

4. “Why didn’t you buy those shoes?” – “They weren’t comfortable \_\_\_\_\_\_\_.”

5. There are many teens who are \_\_\_\_\_\_\_ troubled about their body image.

**5. Rewrite the following sentences into the passive.**

1. John Napier designed the costumes for *Cats*. 4. They have translated the book into 25 languages.

2. You cannot take pets into the theatre. 5. The chef is preparing the food.

3. The company will publish the new *Harry Potter* book next month.

**Контрольная работа №3 «Культурные обмены»**

**Variant A**

**1. Fill in the missing word. There are two answers you do not need to use.**

*Native, beneath, give, varied, drive, catch, snaps, unspoilt, majestic, sunstroke, boat, landmarks*

1. I can’t stand Ben and Liz. They \_\_\_\_\_\_ me crazy.

2. You should wear a hat in hot weather and drink lots of water to avoid \_\_\_\_\_\_\_\_\_\_ .

3.We had a \_\_\_\_\_\_\_\_\_ view of the ocean from our hotel room.

4. All the flights are delayed, so we are all in the same \_\_\_\_\_\_\_\_ .

5. Did you know that the \_\_\_\_\_\_\_ people of Australia are called Aborigines?

6. I was cleaning out my room and found some old \_\_\_\_\_\_\_\_\_ from our childhood holidays.

7. Can you please \_\_\_\_\_\_\_\_\_ me a lift to school, Dad?

8. The area was \_\_\_\_\_\_\_\_\_\_ countryside, before the town was built.

9. There was a \_\_\_\_\_\_\_\_ menu at the hotel restaurant.

10. If we hurry, we can \_\_\_\_\_\_\_ the 8 o’clock train.

**2.Underline the correct item.**

1. [What time does the plane **arrive/reach** in London?](http://tests.dnevnik.ru/edit.aspx?view=questions&context=school&part=52937)

2. A team of scientists is on an **excursion/expedition** in Antarctica to study the climatic conditions there.

3. Tom threw the ball for his dog to **fetch/bring .**

4. Is there **place/room** for one more person in your car?

5. The documentary follows Colombus’ **journey/ voyage** to the West Indies.

**3.Rewrite the following statements in reported speech.**

1. “It’s so chilly this evening,” Jill said. 4. “We’ll go to Italy next year,” said Jane.

2. “I visited Spain last year,”he said. 5. “They are going away on holiday next week,” Sue said.

3. “Tom was late this morning,”Ben said. 6. “I haven’t talked to Jane recently,” Ann said.

**4.Rewrite the following sentences in reported speech.**

1. “Learn about local laws and customs,” she told me. 4. “Do you like French food?” he asked Ann.

2. “How old is the Taj Mahal?” a tourist asked me. 5. “Where is the nearest bus stop?’ he asked.

3.” Don’t talk about religion or politics,” he told me. 6. “Have you everlived abroad?” Ben asked Sam.

**5.Fill in: *at, off, in, on, for, without, aside***

1. Winter has started to set … already, so we can go skiing. 5. The boat sank with six passengers … board.

2. There are many boats … hire at Heritage Port. 6. We set … some money for a special holiday.

3. They will send you the tickets by Friday … delay.7. He rented a jeep and set …to the village.

4. Shall we book our train tickets … advance? 8. She is spending a few days… the seaside.

**6.Complete the exchanges with the phrases below.**

**a) What a shame! b) Sounds good! c) It was fantastic. d) Good for you! e) Thank goodness!**

1. I spent my whole holiday in bed with the flu. \_\_\_\_

2. Did you enjoy your trip around Europe? \_\_\_\_

3. I lost my passport, but it was found and returned to me 2 days later. \_\_\_\_

4. We didn’t let the rain stop us from seeing the sites. \_\_\_\_

5. She’s planning to spend 3 weeks on a Greek island this summer. \_\_\_\_

**Variant B**

**1.Fill in the missing word. There are two answers you do not need to use.**

*Native, beneath, varied, drive, catch, snaps, missed, sunstroke, boat, landmarks, booked, cuisine*

1. Sam is going to Madrid with British Airways. He has already \_\_\_\_\_ a seat.

2. You aren’t the only one waiting in this long queue. We’re all in the same \_\_\_\_\_.

3. I took some \_\_\_\_\_\_\_ at the party.

4. As he walked, the leaves crunched \_\_\_\_\_\_\_ his feet.

5. Goulash soup is part of the traditional Hungarian \_\_\_\_\_\_.

6. Famous for its \_\_\_\_\_\_\_\_ landscapes, Canada is very outdoor enthusiast’s dream.

7. We only have a few minutes to \_\_\_\_\_\_\_\_ the bus. Let’s hurry.

8. Oh, you poor thing! You got \_\_\_\_\_ from lying on the beach for too long.

9. I don’t know how Ann babysits those naughty children. They \_\_\_\_ me up the wall!

10. Ben was late going to the airport. Sadly, he \_\_\_\_\_ his flight.

**2.Underline the correct item.**

1. We **arrived/ reached** Rome early in the evening.

2. Ann, can **you bring/fetch** a towel from the bathroom?

3. We went on a guided **tour/ excursion** of the museum.

4. This would be a nice **room/place** for a picnic.

5. Helen is going on a business **trip/voyage** to Japan next week.

**3.Rewrite the following statements in reported speech.**

1.. “We won the final match,” Charlie said.4. “I’ll call you tomorrow,” she said to me.

2. “It’s so chilly this evening,” Jill said.5. “We’re living in New York now,” Steve said.

3. “I can speak German,” he said. 6. “I haven’t heard from Bob for quite some time,” Paul said.

**4.Rewrite the following sentences in reported speech.**

1. “Do not carry large amounts of cash,” she told me. 4. “What are you doing?” Rick asked me.

2. “What is Moscow like?” David asked Bill. 5. “Have a valid passport,” the travel agent told me.

3.” Have you ever been to the USA?’ he asked me. 6. “Do not leave your luggage unattended,” he told me.

**5.Fill in *at, off, in, on, for, without, aside***

1. I booked my holidays … advanced this year. 5. Hotels offer special rates if you travel … season.

2. Please send me the information … delay. 6. They spent a week … the seaside last summer.

3. There are many bikes … hire in Helsinki. 7. I’ve been setting … a bit of money all year for my

4.We had to set … early in the morning to catch the holidays.

train. 8. The plane crashed with 126 passengers … board.

6.**Complete the exchanges with the phrases below.**

**a)Sounds good! b)Thank goodness! c)What a shame! d) Good for you! e) It was fantastic.**

1. I lost my passport, but it was found and returned to me 2 days later. \_\_\_

2. Did you enjoy your trip around Europe? \_\_\_

3.We didn’t let the rain stop us from seeing the sites. \_\_\_

4. She’s planning to spend 3 weeks on a Greek island this summer. \_\_\_

5. I spent my whole holiday in bed with the flu. \_\_\_

**Контрольная работа №4 «На досуге»**

***Variant A***

**1.Underline the correct item.**

1. Pam is so funny! She **takesup/ takes after** her father. 4. Jenny bought a new pair of ice **skis/skates**, as

2. I’ve booked a tennis **course/court** for tomorrow morning. her old ones had fallen apart.

3. Kitty is very **good-looking/ open-minded**.She**should** 5. One of the biggest attractions in our town is

be a model! the outdoor ice-skating **rink/pitch**, which is

located in a beautiful park setting.

**2. Fill in the missing word. There are three answers you do not need to use.**

*Whizzed, knock, entrants, technical, opposing, spectator, addicted, originated, physical, bizarre, inflatable, enthusiasm, bounce*

1. You need lots of … equipment to go scuba diving.

2. The players weren’t very good, but they were full of … .

3. Rock climbing is a very … activity.

4. Football is a very popular … sport.

5. I think zorbing is a … activity.

6. Underwater hockey … in Britain where it was invented by a diving club.

7. There were around 50,000 … and I came 100th, so I was proud.

8. The boys spent the afternoon in the pool playing with their … ball.

9. Ben … down the hill on his snowboard.

10. The … team scored three goals in thirty minutes and won the match.

**3.Fill in the correct preposition: *for, in.***

1. I am totally …favour of contact sports.

2. These golf clubs are … excellent condition.

3. Are there bikes … hire in this city?

4. Andriy Shevchenko fit to play Manchester Rivals … the title!

**4.Fill in: *if, unless.***

1. \_\_\_\_ I finish early today, I may go to the cinema.

2. \_\_\_\_ Dave studies harder, he won’t pass his driving test.

3. \_\_\_\_\_ you stop eating fast food, you won’t lose any weight.

4. \_\_\_\_ I see Tim, I’ll give him your phone number.

5. \_\_\_\_ the weather gets cold soon, we won’t be able to go on our skiing trip.

**5.Complete the sentences using the Conditional (Type 0,1,2 or 3).**

1. If I had known it was a secret, I … (**not/tell**) anyone.

2. If I were you, I … **(stop**) smoking.

3. If you put water in the freezer, it … **(become**) ice.

4. If they play well, they … **(win)** the match.

5. If I … (**earn**)more money, I would buy my parents a really big house!

6. Water … (**boil**) if you heat it to 100 C.

7. We … **(go**) to the park if it hadn’t rained.

8. If you invite Mike, I … **( not/come**) with you.

9. If I had more time, I … **( take)** karate lessons.

10. If you … **( not/water**) the plants, they die.

**6. Use the sentences ( a-e) to complete the dialogue.**

**a I’m not bad. с How about joining me? e I’m afraid I can’t.**

**b Are you any good at it? d Sure. Why not?**

***Variant B***

**1.Underline the correct item.**

1. My art classes **take to/take up** a lot of my free time. 4. You should be more **old-fashioned/open-**

2. Ben was too tired to go climbing, so he decided to spend **minded** and try new sports. Why don’t you

a relaxing day on the golf **court/course.** try zorbing?

3. Dennis played his first **match/ game** of tennis when he 5”.Where can you play football in your area?”-

was just 7 years old. “There’s a football **course/pitch** opposite the

school”.

**2.Fill in the missing word. There are three answers you do not need to use.**

*Scored, rope, knock, worked out, entrants, opposing, spectator, addicted, originated, bizarre, inflatable, snorkel bounce*

1. He got a nasty … on the head when he fell.

2. There were 100 … in the writing contest.

3. They beat the … team and won the championship.

4. Bob … at the gym everyday last week, because he is training for the next cross-country cycling tour.

5. Zorbing … in New Zealand and now there are centres all around the world.

6. Paul is … to extreme sports!

7. Ann’s mother told him not to … around on the bed.

8. With his … , the boy was able to stay underwater and look at the fish.

9. In the last seconds of the game, the young player … the goal.

10. The hikers used a climbing … to pull themselves up the side of the cliff.

**3.Fill in the correct preposition: *for, in.***

1. Jack is … charge of the sports equipment.

2.Facilities … hire in new college sports centre.

3. Sports League … favour of stricter rules in boxing.

4. Have you checked if yourclimbing equipment is … good condition?

**4. Fill in *if, unless.***

1. \_\_\_\_ you’re over 18, you can’t enter the competition.

2. \_\_\_\_ they beat this team, they will win the tournament.

3.\_\_\_\_ you bring the right equipment, you can’t go rock climbing

4.\_\_\_ we don’t get tickets, we won’t see the concert.

5. We can’t play golf, \_\_\_ it stops raining.

**5.Complete the sentences using the Conditional (Type 0,1,2 or 3).**

1. If you run fast, you … (**win**) the race.

2. If we … (**play**) better, we could have won the championship.

3. If you drop oil in water, it … .**( float)**

4. Anna will forgive you if you …. ( **apologise**) to her.

5. They will be disappointed if you … (**not/come**).

6. Ice melts if you … ( **heat**) it.

7. If the weather was a bit warmer, we … (**go**) on a picnic today.

8. If I … (**not/hurt**) my leg, I could have gone ice-skating.

9. If I hadn’t been busy, I … (**come**) with you.

10. If Lyn … **(not/have**) to work tonight, she would come with us.

**6.Use the sentences ( a-e) to complete the dialogue.**

**a How about joining me? с I’m not bad. e Sure. Why not?**

**b I’m afraid I can’t. d Are you any good at it?**

**Контрольно-оценочные материалы по английскому языку 9 класс**

**Контрольная работа №1 «Жизнь/Образ жизни и среда обитания »**

**Variant A**

**I.    Complete the sentences with the correct –ing or infinitive forms.**

1.What do you think of (get) these boots for Jane?

2.You don`t expect me (forgive) him after what he`s done, do you?

3.Mary wants (finish) work early today.

4.Our teacher makes us (do) our homework every day.

5.I would love (come) to your party.

**II.  Fill in: house hold, spacious, sociable, take, make, local, narrow, ugly, next-door, extinct.**

1.Most people don`t like doing …chores.

2. He likes being with people. He`s very  …  .

3. Can you please … your bed?

**III. Fill in the gaps with the correct particle. ( up for, out, of, off  with, up).**

1. One minute my next-door neighbor is really nice to me, and the next his extremely rude; I don`t know what to make … him?

2. Sam bought his granny some chocolates to make … breaking her favourite cup.

1. Don`t believe him – he`s always making … stories.

**IV. Fill in the gaps with the correct preposition.**

1.… the corner of the street.

2.Be … home.

3.… ruins.

**V.         Match the words to form word combinations**

1. official                                   a. colleagues

2. meet                                      b. ministers

3. extinct                                   c. function

4. government                         d. species

5. grand                                     e. place

**Variant B**

**I. Complete the sentences with the correct –ing or infinitive forms.**

1.(Exercise) is good for your health.

2.Do you go (jog) every day?

3.After (do) the house hold chores, I always relax on the sofa.

4.How about (go)  ice skating?

5.Do your parents allow you (have) pets in your house?

**II.  Fill in: house hold, spacious, sociable, take, make, local, narrow, ugly, next-door, extinct.**

1.…  the rubbish out, please.

2.I don`t see why you do your shopping in this city centre, when the … shops offer everything you can ask for.

3. He likes being with people. He`s very  …  .

**III. Fill in the gaps with the correct particle. ( up for, out, of, off  with, up).**

1.The thief made … the painting without knowing it wasn`t the real one.

2.Can you make … what it says here?

3.Ann bought his granny some chocolates to make … breaking her favourite cup.

**IV. Fill in the gaps with the correct preposition.**

1.Go …the direction of.

2.Live … a farm.

3..… ruins.

**V.         Match the words to form word combinations**

1. official                                   a. colleagues

2. meet                                      b. ministers

3. extinct                                   c. function

4. government                         d. species

5. grand                                   e. place

**Контрольная работа № 2 «Современные технологии»**

**Variant A**

**I. Match the words with their definitions:**

1.The machine that lets you put documents and such on paper.                 CHATTING

2.The tool you use to type words onto the computer.                                  SPELLCHECKER

3.The program that checks your spelling.                                          SCANNER

4.Talking to other users by typing or using headphones.                         MOUSE

5.The most popular internet search engine.                                         SOFTWARE

6.What you use to click things on the screen.                                         VIRUS

7.What is another word for computer screen.                                         CURSOR

**II. Complete the statements:**

1.If you have a virus on your computer, …

2.If you cannot connect to the Internet, …

3.If you’ve spilt something on the keyboard, …

**III. Choose the correct verb form to fill in the gap:**

1.Where ………………………….. this time in three days?

a. will you have been                b. will you be being                c. will you be

2.What ……………………………. this time tomorrow?

a. will you have done                b. will you be doing                c. will you do

3.I don't think I ………………………...... my dinner in time for the party.

a. cook                                b. have cooked                c. will have cooked

**IV. Fill in the idioms:**

1.Fortunately, the talks at the ministerial level were very successful. They are \_\_\_\_\_\_\_.

2.Replacing a car tyre isn't exactly \_\_\_\_\_\_\_.

**Variant B**

1.Any physical part of a computer.                                                         PRINTER

2.The object on your screen that lets you point at things.                         EMAIL

3.Internet mail.                                                                                 HARDWARE

4.A machine that lets you put paper documents onto your computer.         KEYBOARD

5.A program that destroys your computer system.                                 GOOGLE

6.Any program on the computer.                                                         MONITOR

7.To shut down and restart a computer system.                                 REBOOT

**II. Complete the statements:**

1.If the screen has frozen, …

2.If you have deleted a file by mistake, …

3. If you cannot connect to the Internet, …

**III. Choose the correct verb form to fill in the gap:**

1.Don't call me in the evening because I  \_\_\_\_\_\_\_ at a live show of Madonna.

a. will be                        b. am being                        c. will have been

2.Do you think he \_\_\_\_\_\_\_ English in two years’ time?

a. will study                        b. will have studied                c. will be studying

3.What ……………………………. this time tomorrow?

a. will you have done                b. will you be doing                c. will you do

**IV. Fill in the idioms:**

1.We have to be sure that we don't \_\_\_\_\_\_\_.

2.Some countries' technologies \_\_\_\_\_\_\_ technologies of some African countries.

**Контрольная работа №3 «Город и горожане»**

**Variant A**

**1/ Fill in: Charity, foster, senior, to burst, abandoned, a couple of**

1.The children raised over 200$ for \_\_\_\_\_\_\_\_\_\_\_.

2.The car was found \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Bristol.

3.A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ citizen is someone who is over 60 years old or who is retired.

**2/ Fill in the correct passive form of the verbs in brackets.**

1) The book \_\_\_\_\_\_\_\_\_\_ (write) in 1900.

2) The book \_\_\_\_\_\_\_\_\_\_ (write) in 2018.

3) The book \_\_\_\_\_\_\_\_\_\_\_\_ (write) now.

**3/ Fill in the correct preposition**

1.We were told about showing kindness \_\_\_\_animals and looking \_\_\_\_\_\_ them properly.

2.I liked the idea \_\_\_\_\_ getting involved \_\_\_\_ something worthwhile.

3.Most of the animals are removed \_\_\_\_\_ their homes.

**4/ Fill in: however, whenever, wherever, whichever, whatever**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ I meet him he is smiling.
2. If I could, then I would I'll go \_\_\_\_\_\_\_\_\_\_\_ you will go.
3. Give me a pen, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ you have!

**5/ Writing**

You’ve received a letter from your friend Timothy. Write him a letter ( 60-80 words) and answer his 3 questions.

… My family and I have just visited one of the most charming museums showing fine collections of English paintings. I can say that our visit was really educational.

I wonder if there are such museums in your country? Could you write me about them? Do you often spend your free time visiting them?.

**Variant B**

1.Claire looked as if she was about \_\_\_\_\_\_\_\_\_\_\_ into tears.

2.It’s sometimes difficult to find suitable \_\_\_\_\_\_\_\_\_\_\_\_ parents.

3.You’ll be all right in \_\_\_\_\_\_\_\_\_\_\_\_\_ days.

**2/ Fill in the correct passive form of the verbs in brackets.**

1) The letter \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (already\write).

2) The letter \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) when the fire started.

3)The book \_\_\_\_\_\_\_\_\_\_ (write) in 2018.

**3/ Fill in the correct preposition**

1.Could you volunteer to visit a senior citizen \_\_\_\_\_ a couple \_\_\_ hours about twice a week?

2.We always donate old clothes \_\_\_ the local charity shop.

3.I liked the idea \_\_\_\_\_ getting involved \_\_\_\_ something worthwhile.

**4/ Fill in: however, whenever, wherever, whichever, whatever**

1.We have to finish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ long it takes.

2.I am right, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they suppose.

3. Pass me a pen, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ you have!

**5/ Writing**

You’ve received a letter from your friend Timothy. Write him a letter ( 60-80 words) and answer his 3 questions.

… My family and I have just visited one of the most charming museums showing fine collections of English paintings. I can say that our visit was really educational.

I wonder if there are such museums in your country? Could you write me about them? Do you often spend your free time visiting

**Контрольная работа №4 «Трудности»**

**Variant A**

**1. Match the words and translate**

1. total a. damage

2. burn b. bruised

3. face c. a disaster

4. perfectly d. miracle

5. want to be e. an accident

6. brain f. attitude

7. seriously g. still

8. experience h. her head

9. survive i. film maker

10. positive j. challenges

**2. Choose the correct item**

1.The teacher told me don’t leave / not to leave before she spoke to me.

2. The performance starts at 8, won’t it / doesn’t it?

3. After the accident, the police asked / told us if we were hurt.

**3. Complete the sentences in reported speech.**

1. “Ann has got a bad headache”, Sue said.
2. “Go to the doctor today”, he said.
3. “Nick is working today”, Brian said to Bill.
4. “I can’t believe you did a parachute jump!” said Julie.
5. “Don’t be afraid”, said he.

**Variant B**

**1. Match the words and translate**

1. total a. damage

2. burn b. bruised

3. face c. a disaster

4. perfectly d. miracle

5. want to be e. an accident

6. brain f. attitude

7. seriously g. still

8. experience h. her head

9. survive i. film maker

10. positive j. challenges

**2. Choose the correct item**

1. The band told us they will perform / would perform at the park on Saturday.

2. I’ve looked for my book everywhere / anywhere, but I still can’t find it.

3. After the accident, the police asked / told us if we were hurt.

**3. Complete the sentences in reported speech.**

1.What is the time?” (he asked).

2.“When will we meet again?” (she asked me).

3.“Can you meet me at the bus station?” (mom asked me).

4.“Did you see my bike?” (he asked).

5.“Have you ever been in serious danger?” (heasked).

**Пояснительная записка**

Контроль за уровнем достижений учащихся по предмету Иностранный язык (английский) проводится в форме письменных работ:

 словарных диктантов,

самостоятельных работ,

 контрольных работ

**За письменные контрольные и самостоятельные**оценка вычисляется исходя из процента правильных ответов, т.е. баллов.

Верное выполнение заданий с кратким ответом оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

**Словарный диктант**

«5» - за работу, в которой нет ошибок.

«4» - за работу, в которой допущение 1-2 ошибки.

«3» - за работу, в которой допущено 3-5 ошибок.

«2» - за работу, в которой допущено более 5 ошибок.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Виды работ | Оценка «2» | Оценка «3» | Оценка «4» | Оценка «5» |
| Контрольные работы | Менее 49% | От 50% до 69% | От 70% до 90% | От 91% до 100% |
| Самостоятельные работы, словарные диктанты | Менее 59% | От 60% до 74% | От 75% до 94% | От 95% до 100% |

**Творческие письменные работы**(письма, разные виды сочинений) оцениваются по пяти критериям:

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

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

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

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

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

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

**3. Устные ответы**(монологические высказывания, пересказы, диалоги, работа в группах) оцениваются по пяти критериям:

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

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

б) Взаимодействие с собеседником (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);

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

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

д) Произношение (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

**3 четверть**

**Четвертная контрольная работа по английскому языку в 5 классе.**

**Базовый уровень**

***Reading***

**1.Прочитай рассказ. Выбери правильный ответ в соответствии с прочитанным текстом.**

**Tad and Fred**

Fred has got a little white puppy. His name is Tad. Tad and Fred are friends. They like to jump and run. They like to play hide-and-seek (*прятки*). One day (*однажды*) they play hide-and-seek in the park. Fred wants to find(*найти*) Tad but he can't see his puppy. Tad wants to find Fred, too. But he can't see his friend. Tad sees a big black dog.

"Where is Fred?" the puppy says. "I am sorry, I don't know" (*Ясожалею, ноянезнаю*), the dog says. Tad wants to find his house. He runs and runs. He sees a big red house. Tad says: "This house is very big. It's not my house". Then he sees a little blue house. Tad says: "This house is very little. It's not my house". Tad runs and runs. He sees a green house. It isn't very big and it isn't very little. Tad says: "It's my house". He sees Fred and his family. It'snicetobeathome.

1. Fredhasgot \_\_\_\_\_\_\_\_\_\_\_\_

a) a dog b) a puppy c) a cat.

2. Tad is\_\_\_\_\_\_\_\_\_\_\_\_

a) black b) grey c) white.

3. One day they play hide-and-seek \_\_\_\_\_\_\_\_\_

a) in the park b) in the house c) in the forest

4. Fred wants to find\_\_\_\_\_\_\_\_\_\_\_\_\_

a) his house b) Tad c) the park

5. His house is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) green b) blue c)red.

1. **Прочитайте письмо. Расставьте информацию в письме в правильном порядке.**
2. Hi! How are you?

b) Write back soon!

c) Thank you for your email. I’m having a great time here in Moscow. My sister Helen is a vet. She helps sick animals! In the afternoons we go to the park. It’s really cool! I love it here!

d) Dear Masha,

e) Love,

Sasha

***Use of English***

**1.Выберинужноеслово.**

1. Have you got **many/much** friends?
2. He eats **many/much** bread for breakfast.
3. His friend**live/lives** in the forest.
4. Cats **like/likes** milk and fish.
5. They **go/goes** to the park every day.

**2. Какое из слов в каждой строчке лишнее? Выпиши его.**

1. ten, twelve, tea, fourteen, thirty
2. hockey, tennis, football, corn, basketball
3. cheese, bread, breakfast, meat, cake
4. nose, rabbit, neck, teeth, arm
5. Monday, Sunday, Wednesday, Tuesday, Ben.

**Повышенныйуровень**

***Writing***

1. Напишите короткий **рассказ о себе (укажите ваше имя, возраст, город в котором вы живете, ваше хобби).**

**4 четверть**

**Четвертная контрольная работа по английскому языку в 5 классе.**

**Базовый уровень**

***Reading***

1. **Прочитайте тексты. Подберите к ним заглавия согласно описаниям. Одно заглавие лишнее.**

**A.** The Green Park Hotel

**B.** The Golden Beach Hotel

**C.** The Great Mount Hotel

**D.** The Air Wings Hotel

1. The hotel is right on the beach. All rooms have their own bathroom, phone and TV. They also have a large bed, a sofa and two armchairs, and a large balcony. There are 60 rooms on five floors, and four lifts. The hotel has three restaurants and two swimming-pools.

2. The hotel is in the city centre. It has 25 rooms on four floors. There isn’t a lift. The rooms are small, but they have big windows, and there is a desk and a chair, and a radio. There are two bathrooms on every floor, and there’s a TV room next to the restaurant, on the ground floor. There is an old park around the hotel.

3. The hotel is near the airport, about 10 km from the city. It has 120 rooms on seven floors, and six lifts. There’s a restaurant and a swimming-pool. The rooms aren’t very large, but all have bathrooms, and some rooms have small balconies. There is a phone, TV and radio in every room.

***Use of English***

**1.Заполните пропуски в предложениях выбрав правильный ответ.**

1. The armchair is ……………… the fireplace.

a) next to b)in c) on

2. There’s a computer ……………. the desk.

a) next to b) in front of c) on

3. There is a sofa ….. living room.

1. under b) in c) on

4. How many rooms …. there in the flat?

1. are b)is c)am

5. This is my mother. Look at …. .

a) him b) she c)her

**2.Заполните пропуски в предложениях, используя данные слова**. **Одно слово лишнее.**

**( national, double decker, the UK, Union Jack)**

1. The shamrock is the \_\_\_\_\_\_\_\_\_\_\_\_\_ symbol of Ireland.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ buses are the symbol of London.

3. England, Scotland, Wales and Northern Ireland are parts of \_\_\_\_\_\_ .

**3. Измените слово в скобках так, чтобы оно грамматически соответствовало предложению.**

1. I live in Russia. I am ….. ( Russia).

2. He is from England. He is … (England).

3. They are from the USA. They are …(America).

**Повышенный уровень**

***Writing***

1.Напишите короткий **рассказ о своей комнате** (подробно опишите расположение мебели в ней). Используйте при написании рассказа конструкции **there is| there are и предлоги места**).

2. Напишите **рассказ о своем друге** (укажите имя, возраст, опишите внешность). Используйте при написании рассказа конструкции **have got\ has got** и правильную форму глагола **to be.**

**Итоговая контрольная работа 5 класс**

**Базовый уровень**

**Задание 1.Reading** : Прочитайте текст и сопоставьте предложения **A-E** с абзацами текста **1-5.**

Miss Newman’s music group.

**1.**There are 23 students in Miss Newman’s music group. All of the students in the group like music very much, and\_\_\_\_\_\_\_\_\_\_\_\_.

**2**. Fifteen of the students are good singers. Ten of them are in the school choir. There is a choir practice every week, on Wednesday evening.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, including English, French, German and Spanish.

**3**. Some students in Miss Newman’s music group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Four can play the flute, two can play the clarinet and one can play the cello.

**4**. Another student in the group can play the piano,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Four of the students are very good players, and they are in the school orchestra.

**5.** All the students in the group are very musical, \_\_\_\_\_\_\_\_\_\_. So, next week, Miss Newman is starting guitar lessons. And, next month, she is teaching them about the history of rock music.

**A**  and one can play the saxophone **D** but none of them can play the guitar

**B**  can play a musical instrument **E** The choir can sing songs in different languages

**C**….they enjoy Miss Newman’s lessons a lot

**Задание 2. Use of English**: Выберите вариант ответа.

1. Whose house is that? It’s \_\_\_\_ house. A) Katies’ B) Katie C) Katie and Jack’s
2. Danny lives on the \_\_\_\_\_ floor. A) one B) two C) ground
3. Ellen is going to safari. She \_\_\_ to see lions. A) wants B) like C ) want
4. We eat breakfast in the \_\_\_\_ . A) afternoon B) morning C) evening
5. Can you put \_\_\_ rice in my bowl, please? A) any B) a C) some
6. What are you\_\_\_ now? A) does B) doing C) do
7. Mr. Williams is a \_\_\_\_ . He delivers letters. A) taxi driver B) postman C) baker
8. There are six \_\_\_\_ in our family. A) children B) childs C) childes
9. This house belongs to John. It’s\_\_\_ house. A) her B) our C) his
10. How \_\_\_ cheese is on the plate? A) many B) much C) some

**Повышенный уровень**

Задание 3.

**Writing: 1.** Напишите небольшой рассказ о вашем любимом магазине по плану: где он находится; как называется; какой это магазин; что там продается; что вы обычно покупаете. Используйте конструкции **there is\are, I can find\ buy, It has got, It is** и предлоги места **near, next to, in, at, behind, on, in front of.**

**Writing: 2.** У вас есть новый друг по переписке. Напишите ему письмо, в котором укажите: **your name – ваше имя; your age- ваш возраст; where you live - где вы живете; what you look like- как вы выглядите; your family – ваша семья; your favorite colour- ваш любимый цвет; your pet - ваш питомец.**

**3 четверть**

**Четвертная контрольная работа по английскому языку в 6 классе.**

**Базовый уровень**

**Задание 1.Reading**: Прочитайте текст и сопоставьте предложения **A-E**с абзацами текста **1-5.**

Miss Newman’s music group.

**1.**There are 23 students in MissNewman’s music group. All of the students in the group like music very much, and\_\_\_\_\_\_\_\_\_\_\_\_.

**2**. Fifteen of the students are good singers. Ten of them are in the school choir. There is a choir practice every week, on Wednesday evening.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, including English, French, German and Spanish.

**3**. Some students in Miss Newman’s music group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Four can play the flute, two can play the clarinet and one can play the cello.

**4**. Another student in the group can play the piano,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Four of the students are very good players, and they are in the school orchestra.

**5.** All the students in the group are very musical,\_\_\_\_\_\_\_\_\_\_. So, next week, Miss Newman is starting guitar lessons. And, next month, she is teaching them about the history of rock music.

**A**  and one can play the saxophone **D**but none of them can play the guitar

**B**  can play a musical instrument **E** The choir can singsongs in different languages

**C**….they enjoy Miss Newman’s lessons a lot

**Задание 2.Use of English**: Выберите вариант ответа.

1. Whose house is that? It’s \_\_\_\_ house. A) Katies’ B) Katie C) Katie and Jack’s
2. Danny lives on the \_\_\_\_\_ floor. A) one B) two C) ground
3. Ellen is going to safari. She \_\_\_ to see lions. A) wants B) like C) want
4. We eat breakfast in the \_\_\_\_ .A) afternoon B) morning C) evening
5. Can you put \_\_\_ rice in my bowl, please? A) any B) a C) some
6. What are you\_\_\_ now? A) does B) doing C)do
7. Mr. Williams is a \_\_\_\_ . He delivers letters. A) taxi driver B) postman C) baker
8. There are six \_\_\_\_ in our family. A) children B) childsC) childes
9. This house belongs to John. It’s\_\_\_ house. A) her B) our C) his
10. How \_\_\_ cheese is on the plate? A) many B) much C) some

**Повышенный уровень**

Задание 3.

**Writing: 1.** Напишите небольшой рассказ о вашем любимом магазине по плану: где он находится; как называется; какой это магазин; что там продается; что вы обычно покупаете. Используйтеконструкции**there is\are, I can find\ buy, It has got, It is**ипредлогиместа**near, next to, in, at, behind, on, in front of.**

**Writing: 2.**У вас есть новый друг по переписке. Напишите ему письмо, в котором укажите: **your name – ваше имя; your age- ваш возраст; where you live - где вы живете; what you look like- как вы выглядите; your family – ваша семья; your favorite colour- ваш любимый цвет; your pet - ваш питомец**

4 четверть

**Четвертная контрольная работа 6 класс**

***Базовый уровень***

1. **Reading. Заполните пропуски. Соотнесите букву с номером пропуска.**

**Housework and homework**

Every morning Sophia Edwards gets up,**A1** … to college. Nothing unusual about that, except that Sophia and her daughter Lina are in the same class! They both study French and History at Chester College. Lina thinks it’s**A2**… is one of her classmates. ”My mum helps me with my homework, but I have to help **A3**…, too! In the evening we usually do our homework together, then **A4** … I do the washing-up.” Sophia loves being a student again after so many years. “I think **A5** … than housework any day!” she says.

1. her with the housework **D**. homework is better
2. gets dressed and goes **E**. she cooks dinner and
3. great that her mum
4. **Use of English. Выберите правильный вариант.**

**A.6.** Peter likes staying \_\_\_ home on rainy days. **a) on b) at c) in**

**A. 7.** Where\_\_\_ you on Saturdays? **a**) **go  b) are going c) do you go**

**A.8.** Where is Sue? – She \_\_\_ a book **a) is reading b) are reading c) reads**

**A.9.** He has breakfast \_\_\_ he leaves for school **a) before b) when c) then**

**A.10. \_\_\_**you enjoy going to parties **a) Are b) Do  c) Does**

**Преобразуйте слова лексически и грамматически**

**A.11.** Sue \_\_**(stay)** at home today. **A.14**.This sitcom is **(enjoy)**

**A.12**. It is a **(wonder**) party. **A.15**. I (do) the dusting every Saturday.

**A .13**. Every day she **(make)** her bed

***Повышенный уровень***

1. **Writing. Напишите письмо своему другу по переписке Джону о том, как вы проводите свой типичный день. Используйте слова** *usually, often, sometimes, never, in the morning, at noon, in the evening.*

**Итоговая контрольная работа 6 класс**

**Reading. Задание 1.** Прочитайте текст и заполните пропуски **1-5** соответствующими высказываниями **a-e.**

**Animals in Great Britain**

People **1)\_\_\_\_\_\_**animals. There are even special hospitals, which help wild animals. There are a lot **2)\_\_\_\_\_.** They are very popular with children and teenagers. A lot of British families have 'bird tables' in their gardens. Birds **3)\_\_\_\_** months. The 'bird table' should be high because cats can eat birds.

The British often think their animals are like people. For example in Britain animals can have jobs like people. British Rail **4)\_\_\_\_**their work. Their job is to catch mice. They get food and free medical help. The cats don't catch a lot of mice but they **5)\_\_\_\_\_\_** Rail staff and travellers.in Great Britain like

1. can eat from them during the winter

**Use of English. Задание 2. Выберите правильный вариант ответа**

1. are very popular with the British
2. has cats and pays them for
3. of television films about wildlife
4. Are you coming to the party ....... Saturday? **A** on **B** at **C** in
5. Mary ....... hard every evening. **A** study **B** read **C** studies
6. I hate sushi. I ....... eat it. **A** never **B** always **C** often
7. Frank ....... his homework at the moment. **A** is making **B** is doing **C** does
8. When ....... you born? **A** was **B** were **C** is

**Writing. Задание 3. Напишите почтовую открытку другу. Используйте следующий план.** Where are you? How long are you going to stay there? What the weather is like? What are the local festivals? What do you think of the festival?

**3 четверть**

**Четвертная контрольная работа 7 класс**

**Reading. Задание 1.** Прочитайте текст и заполните пропуски **1-5** соответствующими высказываниями **a-e.**

**Animals in Great Britain**

People **1)\_\_\_\_\_\_**animals. There are even special hospitals, which help wild animals. There are a lot **2)\_\_\_\_\_.** They are very popular with children and teenagers. A lot of British families have 'bird tables' in their gardens. Birds **3)\_\_\_\_** months. The 'bird table' should be high because cats can eat birds.

The British often think their animals are like people. For example in Britain animals can have jobs like people. British Rail **4)\_\_\_\_**their work. Their job is to catch mice. They get food and free medical help. The cats don't catch a lot of mice but they **5)\_\_\_\_\_\_** Rail staff and travellers.

|  |  |
| --- | --- |
| **a.** in Great Britain like | **d.** has cats and pays them for |
| **b.** can eat from them during the winter | **e.** of television films about wildlife |
| **c.** are very popular with the British |  |

**Use of English. Задание 2.** Выберите правильный вариант ответа

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** Are you coming to the party ....... Saturday? | **A** on | **B** at | **C** in |
| **2.** Mary ....... hard every evening. | **A** study | **B** read | **C** studies |
| **3.** I hate sushi. I ....... eat it. | **A** never | **B** always | **C** often |
| **4.** Frank ....... his homework at the moment. | **A** is making | **B** is doing | **C** does |
| **5.** When ....... you born? | **A** was | **B** were | **C** is |

**Writing. Задание 3. Напишите почтовую открытку другу. Используйте следующий план.** Where are you? How long are you going to stay there? What is the weather like? What are the local festivals? What do you think of the festival?

Повышенный уровень

**Задание 4. Напишите историю (80-100 слов) под заголовком «A mystery». Используйте следующий план.** When\ where\ who\ what. What happened before the main event? The main event. What happened in the end and your feelings?

**4 четверть**

**Четвертная контрольная работа по английскому языку 7 класса**

1. **Прочитай текст и выбери правильный ответ.**

**Pablo Picasso**

Pablo Picasso is a very famous painter. He was born in Malaga, Spain in 1881. But he lived most of his life in Paris, France.

In 1902 he started painting the poor people he met on the streets, so his paintings were very sad and dark. This period in his work is called the “blue period” (1901-1904). In 1904 he started his “pink period”, in which he painted the world of the clowns, acrobats, musicians. The paintings from that period are very happy and full of pink colours.

In 1909 he worked with another artist, Georges Braque. Together they painted “abstract” pictures. In an abstract picture you only see lines and colours. And it is very difficult to understand what exactly you are looking at. Picasso’s most famous painting is “Guernica”, which he painted during the Civil War in Spain, 1937. It is a dark, sad and abstract picture about the war.

1. Picasso lived most of his life in Spain.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Picasso’s “blue period” paintings are not very happy.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Picasso met a lot of clowns and acrobats.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. George Braque never painted abstract pictures.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. The “Guernica” is in a museum in Spain.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. **Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.
2. I was very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to hear that the party was cancelled.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | disappointing | B | disappointed | C | disappointment |

1. James and Matilda \_\_\_\_\_\_\_\_ breakfast at the moment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | have | B | are having | C | is having |

1. Mary \_\_\_\_\_\_\_\_\_ the bus to get to school last week.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Is taking | B | takes | C | took |

1. My friends \_\_\_\_\_\_\_\_\_hustle and bustle of the crowded streets.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | doesn’t like | B | don’t like | C | aren’t like |

1. The baby \_\_\_\_\_\_, when Grandpa arrived.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Was sleeping | B | slept | C | sleeping |

1. **Напиши задание по письму на выбор.**
2. Статья 60-80 слов. **My favourite place.**
3. Продолжи историю. 60-80 слов. **Douglas and Ken were camping. One evening they broke their lantern and made another…**
4. Статья 60-80 слов. **The person I admire.**
5. Напиши статью о происшествии в газету 60-80 слов.

**Итоговая контрольная работа по английскому языку за 7 класс**

1. **Прочитай текст и выбери правильный ответ.**

**Caruso in the USA**

Enrico Caruso, a famous Italian singer, often said, "No one is so well-known as he thinks." He knew it by his own experience. Once he came to the United States to give concerts. One day he was driving to New York and his car broke down. It was near the farm and he asked the farmer to help him repair the car. When the car was repaired, Caruso paid the farmer for his work and gave him his photograph with his name on it. The farmer read the name on the photograph and cried out, "What a luck! I've never dreamed of receiving the greatest traveller Robinson Crusoe in my house!"

1. Caruso came to the United States to listen to the concert.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. His car broke down next to the farm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Caruso didn’t pay for his work.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. The farmer didn’t like the photograph.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. The farmer didn’t recognize Caruso.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. **Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.
2. I start eating with \_\_\_\_\_\_\_\_\_\_\_ orange juice.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | any | B | some | C | a |

1. Your hair is wet. \_\_\_\_\_you\_\_\_\_\_\_\_\_\_?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Have…swum | B | Have…been swimming | C | Are…swimming |

1. The snow \_\_\_\_\_\_\_\_\_ started yet.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Haven’t started | B | Hasn’t started | C | Hasn’t been starting |

1. She doesn’t work here anymore, \_\_\_\_\_\_\_?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | doesn’t she | B | don’t she | C | does she |

1. Who will you talk to, if you want to pay in the shop?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | cashier | B | security guard | C | cleaner |

1. **Напиши задание по письму на выбор.**
2. Email другу 80-100 слов о новостях в твоей жизни.
3. Напиши мини- эссе 80-100 слов. **Animal testing is cruel.**
4. Напиши обзор фильма 80-100 слов .
5. Напиши рекламную статью о достопримечательности 80-100 слов.

**3 четверть**

**Четвертная контрольная работа 8 класс**

**1.Прочитай текст и выбери правильный ответ.**

**Caruso in the USA**

Enrico Caruso, a famous Italian singer, often said, "No one is so well-known as he thinks." He knew it by his own experience. Once he came to the United States to give concerts. One day he was driving to New York and his car broke down. It was near the farm and he asked the farmer to help him repair the car. When the car was repaired, Caruso paid the farmer for his work and gave him his photograph with his name on it. The farmer read the name on the photograph and cried out, "What a luck! I've never dreamed of receiving the greatest traveller Robinson Crusoe in my house!"

1. Caruso came to the United States to listen to the concert.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. His car broke down next to the farm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Caruso didn’t pay for his work.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. The farmer didn’t like the photograph.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. The farmer didn’t recognize Caruso.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. **Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.
2. I start eating with \_\_\_\_\_\_\_\_\_\_\_ orange juice.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | any | B | some | C | a |

1. Your hair is wet. \_\_\_\_\_you\_\_\_\_\_\_\_\_\_?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Have…swum | B | Have…been swimming | C | Are…swimming |

1. The snow \_\_\_\_\_\_\_\_\_ started yet.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | Haven’t started | B | Hasn’t started | C | Hasn’t been starting |

1. She doesn’t work here anymore, \_\_\_\_\_\_\_?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | doesn’t she | B | don’t she | C | does she |

1. Who will you talk to, if you want to pay in the shop?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | cashier | B | security guard | C | Cleaner |

2.Напиши задание по письму на выбор.

1. Email другу 80-100 слов о новостях в твоей жизни.
2. Напиши мини- эссе 80-100 слов. **Animal testing is cruel.**
3. Напиши обзор фильма 80-100 слов .
4. Напиши рекламную статью о достопримечательности 80-100 слов.

4 четверть

**Четвертная контрольная работа по английскому языку 8 класса**

**I.Прочитай диалог и выбери правильный ответ.**

**Mr Smith**: Hello!

**Andrew**: Hello! This is Andrew. Can I speak to Ann, please?

**Mr Smith**: Hang on a moment, I’ll get her.

**Ann:** Hi, Andrew! What’s up?

**Andrew:** Hi, Ann! We’re going to arrange a “clean-up day” in the small park behind the school

next weekend.

**Ann:** OK. Not a bad idea. The park is where litter is a real problem, isn’t it?

**Andrew:** Could you draw a poster reminding people about pollution? We’ll put it in the park

when all the litter is cleared. People will see the clean park and our poster. Maybe

they’ll ask themselves why they drop litter for other people to clear up!

**Ann:** I’m afraid they won’t ask themselves this question. Anyway, I’ll try and do my best.

What time has the group arranged to meet?

**Andrew:** In the morning at 10 o’clock at school.

**Ann:** All right. Can I take Alex and Jess with me?

**Andrew:** Sure! They’ll have fun as well as helping the environment.

**Ann:** Bye for now.

**Andrew:** See you soon.

1. Ann is out. Her mother is taking a phone message from Andrew.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

1. Andrew and his friends are going to arrange a picnic in the park.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

1. There will be a “clean-up day” in a small park behind the school next weekend.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

1. They need a poster reminding people about youth problems.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

1. Maybe people will see the clean park and the poster and will avoid dropping litter.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

1. Andrew will be glad to see Alex and Jess next weekend.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. True | B | False | C | Doesn’t say |

**2.Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.

1. He \_\_\_\_\_ a lot of mistakes in last test.

|  |  |
| --- | --- |
| 1. makes |  |
| 1. made | 1. have made |

1. I \_\_\_\_\_ to tapes when they came.

|  |  |
| --- | --- |
| 1. listened | 1. was listening |
| 1. Were listening |  |

1. We \_\_\_\_\_ film in the original now.

|  |  |
| --- | --- |
| 1. watch | 1. watched |
| 1. Are watching |  |

1. Who is looking \_\_\_\_\_ your daughter when you are at work?

|  |  |
| --- | --- |
| 1. on | 1. for |
| 1. after | 1. at |

1. “I want to learn English in a month.” – “I’m sorry but it is \_\_\_\_.

|  |  |
| --- | --- |
| 1. impossible | 1. dispossible |
| 1. unpossible |  |

3. **Напиши задание по письму на выбор**.

1. Email. 60-80слов. **Write a short email to your English penfriend about your favourite dish.**
2. Статья 60-80. **A famous person from your country.**
3. Напиши эссе о том как люди зарабатывают на жизнь.(60-80)

**Итоговая контрольная работа**

**по английскому языку 8 класс**

1. **Прочитай текст и выбери правильный ответ.**

 Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together, litter is a problem. People don’t always put their garbage in the bins. It’s easier to drop a paper than to find a bin for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

        The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

          Litter is a health problem, too. Food and garbage attract animals, which sometimes carry disease.

         Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage in the streets. They usually pay a fine, and occasionally they go to jail.

         Two famous sayings in the United States are: “Don’t be a litterbug!” and “Every litter bit hurts!”

7) Litter is a problem among people.

             a) true              b) false         c) not stated

8) There are special bins for different garbage in the streets.

            a) true              b) false         c) not stated

9) Garbage attracts sick animals.

           a) true              b) false         c) not stated

10) Groups that cleans litter are in every city.

           a) true              b) false         c) not stated

11) The saying “Don’t be a litterbug!” asks you not to drop litter in the streets.

          a) true              b) false         c) not stated

1. **Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.

12. If he\_\_\_\_\_\_\_\_\_\_ London by train, he will get there on Wednesday.

a) leaves for       b) will leave for          c) leave for                 d) left for

13. My sister is fond \_\_\_\_\_\_\_\_\_\_ foreign languages.

a) with               b) of               c) in                 d) at

14. This book tells you how \_\_\_\_ at chess.

a) to win              b) winning                      c) won                       d) win

15. They \_\_\_\_\_\_\_\_\_ a lovely song when I entered the room.

a) sang               b) had sung                c) was singing             d) were singing

16. He made me \_\_\_\_ the same things.

a) to do                     b) doing                 c) to be done                     d) do

1. Напиши задание по письму на выбор.

17.Email другу 80-100 слов о новостях в твоей жизни.

18. Напиши мини- эссе 80-100 слов. **Sport in your** **life.**

19.Напиши статью . **A day in your life without gadgets** ( 80-100 слов).

**3 четверть**

**Четвертная контрольная работа 9 класс**

1. **Прочитай текст и выбери правильный ответ.**

 Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together, litter is a problem. People don’t always put their garbage in the bins. It’s easier to drop a paper than to find a bin for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

        The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

          Litter is a health problem, too. Food and garbage attract animals, which sometimes carry disease.

         Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage in the streets. They usually pay a fine, and occasionally they go to jail.

         Two famous sayings in the United States are: “Don’t be a litterbug!” and “Every litter bit hurts!”

7) Litter is a problem among people.

             a) true              b) false         c) not stated

8) There are special bins for different garbage in the streets.

            a) true              b) false         c) not stated

9) Garbage attracts sick animals.

           a) true              b) false         c) not stated

10) Groups that cleans litter are in every city.

           a) true              b) false         c) not stated

11) The saying “Don’t be a litterbug!” asks you not to drop litter in the streets.

          a) true              b) false         c) not stated

1. **Лексико-грамматический тест**. Выбери один из вариантов ответа, который считаешь правильным.

12. If he\_\_\_\_\_\_\_\_\_\_ London by train, he will get there on Wednesday.

a) leaves for       b) will leave for          c) leave for                 d) left for

13. My sister is fond \_\_\_\_\_\_\_\_\_\_ foreign languages.

a) with               b) of               c) in                 d) at

14. This book tells you how \_\_\_\_ at chess.

a) to win              b) winning                      c) won                       d) win

15. They \_\_\_\_\_\_\_\_\_ a lovely song when I entered the room.

a) sang               b) had sung                c) was singing             d) were singing

16. He made me \_\_\_\_ the same things.

a) to do                     b) doing                 c) to be done                     d) do

1. Напиши задание по письму на выбор.

17.Email другу 80-100 слов о новостях в твоей жизни.

18. Напиши мини- эссе 80-100 слов. **Sport in your** **life.**

19.Напиши статью . **A day in your life without gadgets** ( 80-100 слов).

**4 четверть**

**Четвертная контрольная работа по английскому 9 класса**

**1.Прочитайте текст и выберите правильный ответ.**

POP ART

What is art? In the 1960s a collection of artists made that question even more difficult to answer. The created pop art, a style of are that represented everybody’s everyday experiences. Pop artists were fascinated by realistic images from everyday life that everybody saw. One element of life they noticed was that almost all people are consumers who buy and use different things every day. As a result, many Pop artists used images of products from the supermarket or advertisements in their works.

The most famous Pop artist was the American Andy Warhol. Warhol painted products like Campbell’s Soup, Coca Cola bottles and bananas. He also painted other everyday images. For example, his bright portraits of celebrities like Marilyn Monroe became very fashionable. The British pop artist Eduardo Paolozzi collected pictures and advertisements from magazines to use in his works.

Many people in the art do not accept Pop Art as a real art form. They can’t see why a dull painting of an ordinary can of soup should be part of exhibition. However many original Pop Art works have been sold for millions of dollars.

1. Pop artists were interested in people’s everyday experiences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Pop Art was only in America.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. All Pop artists used images of products.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Pop Art hasn’t been very popular with some people.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

1. Some Pop artists never sold their works.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | True | B | False | C | Doesn’t say |

**2.Лексико-грамматический тест**. Преобразуй слова так, чтобы они грамматически подходили к содержанию текста .

**A Smart Boy**

|  |  |  |
| --- | --- | --- |
| **B1** | Mr. Jones and Mr. Brown worked in the same office. Their \_\_\_\_\_were good friends. One day Mr. Jones invited to Mr. Brown to a small party. Mr. Brown went into the other room and telephoned his wife. | **WIFE** |
| **B2** | When he came back Mr. Jones asked him, “Have you spoken to your wife already?” “No, she \_\_\_\_there when I phoned. My small son answered the phone. I asked him, “Is your mother there?” And he said, “She is somewhere outside”. | **NOT BE** |
| **B3** | “Why is she outside?” I asked. “She \_\_\_\_for me”, he answered. | **LOOK** |

**UK: Conservation and Environment**

|  |  |  |
| --- | --- | --- |
| **B4** | Going for a walk is the most popular leisure activity in Britain. Despite its high \_\_\_\_\_\_\_density and widespread, the UK has many unspoilt rural and coastal areas. | **POPULATE** |
| **B5** | Twelve National Parks are freely accessible to the public and were created to conserve the \_\_\_\_\_\_\_beauty, wildlife and cultural heritage they contain. | **NATURE** |

Напишите неформальное письмо или e-mail своему другу. 100-120 слов.

1. You have received a letter from your English-speaking pen friend,

*... You’ve probably seen the photos which I took on my holiday. During the rainy day we are having now they bring back good memories! The countryside, the mountains, and I could ride my bicycle all day long! ...*

*...Where did you spend your last summer holidays? What did you do during your holidays? What holidays do you like more (summer or winter holidays) and why?...*

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing

1. You have 30 minutes to do this task.

You have received a letter from your English–speaking pen friend, Ben.

*…We’ve moved house and now I have to go to a new school. It’s a pity because I liked my old school and I had a lot of friends there. Now I feel a bit lonely but I hope to find some friends here too….*

*…What do you like most about your school? Have you got a lot of friends at school? What do you usually do with your school friends in your free time? …*

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.

**Итоговая контрольная работа**

**по английскому языку за 9 класс**

1. **Прочитайте тексты и установите соответствие между текстами А–E и заголовками 1–6. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.**

A) A strawberry is a small fleshy red fruit used in desserts or eaten on its own. It is usually sold in small baskets known as punnets. Strawberries contain no fat and are very low on calories. They are a rich source of vitamin B6, vitamin C, and others. The United States is the top strawberry producing country in the world, followed by Spain. The typical modern strawberry is a hybrid from both North and South America.

B) Strawberries taste great with just about anything and they make a great snack on their own. The berry was known from the late middle ages but was not very popular then. People say that the name of the fruit comes from the way it was sold. Popular legend is that long time ago in London strawberries were very cheap. Children from London and other towns picked the berry themselves and then tied onto pieces of straw to sell in the town markets yelling “straws of berries” to get attention.

C) There are many strawberry festivals held around the world in celebration of strawberry season. Each strawberry festival is unique, but some of the common elements are often a youth show, carnival rides, a sell of homemade goods, musical performances, art contests, and baking competitions. You'll probably have the chance to buy fresh strawberries or strawberry pies. Most strawberry festivals charge a small entrance fee, but it is well worth it to experience strawberry related fun for an entire weekend.

D) North American native people called strawberries as berry of the heart and ate strawberries as a favored dessert. White settlers who came into contact with native people liked the berry. Then one doctor prescribed a diet of only strawberries believing that rheumatic illness could be cured if strawberries were eaten every day. According to his observations the leaves of the strawberry could be used in tea and would help to lose weight as well.

E) Whether you eat strawberries as juice, jam, or mix it with a cake, it has the same delicious taste. It is not just delicious, but also good for our health and appearance. The berries are widely used in cosmetics. During the late 20th century strawberry flavored beauty products have become very popular. There appeared many products such as facial cleansers, shampoos, soaps, and others.

1)**Food and medicine**

2)**A berry of beauty**

3)**Name meaning**

4)**Strawberry events**

5)**Strawberry recipe**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6)**Strawberry brief facts** A | B | C | D | E |
|  |  |  |  |  |

1. **Лексико-грамматический тест**. Преобразуй слова так, чтобы они грамматически подходили к содержанию текста .

|  |  |  |
| --- | --- | --- |
| **B1** | It all started in 1865. A group of Frenchmen were having dinner in one of the most\_\_\_\_\_\_\_\_ restaurants near Paris. | **FASHION** |
| **B2** | They talked about the democratic changes in the USA and wanted to support the American people. After a short\_\_\_\_\_\_\_\_\_ they agreed on an original idea. | **DISCUSS** |
| **B3** | The idea was suggested by Frédéric-Auguste Bartholdi, a sculptor and\_\_\_\_\_\_ .  He said they could make a statue of a woman holding the torch of freedom. | **DESIGN** |
| **B4** | It was an ambitious project and it was \_\_\_\_\_\_\_\_\_\_\_\_to complete it quickly. | **POSSIBLE** |
| **B5** | It actually took 21 years for this idea to become a reality. The French people raised money to build the statue, and,\_\_\_\_\_\_\_\_\_\_ , in 1886 it was ready. | **FINAL** |

**Напишите неформальное письмо или e-mail своему другу. 100-120 слов.**

1. You have received a letter from your English-speaking pen friend, Ben.

*…I am so fond of Japanese cartoons, that I’ve decided to learn Japanese. Mum says it’s hard, but I think it’s worth it. Besides, their writing is cool! …*

*…What languages do you learn at school? What other language would you like to learn, why? What do you think about my choice of Japanese? …*

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.

1. You have received a letter from your English-speaking pen friend,

*... You know, I love history so much that maybe I’ll become a historian in the future. I think it is very interesting and important to know and understand your past. …*

*... What school subjects do you find the most important? Is there any school subject that you’d like to study more and why? What career would you like to choose in the future?...*

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.