

СПЕЦИФИКАЦИЯ

Промежуточной аттестационной работы по английскому языку

для учащихся 9-х классов

1. Назначение промежуточной аттестационной работы

Промежуточная аттестационная работа проводится в конце учебного года с целью определения уровня подготовки обучающихся 9-х классов рамках промежуточной аттестации.

Промежуточная аттестационная работа охватывает содержание, включенное в учебно-методические комплекты по английскому языку, используемые в 9-х классах. Форма контроля – *контрольная работа*.

2. Документы, определяющие содержание и параметры работы

Содержание и основные характеристики проверочных материалов определяются на основе следующих документов:

– Федеральный государственный образовательный стандарт основного общего образования (приказ Министерства образования и науки Российской Федерации от 17.12.2010 № 1897).

3. Структура работы

Контрольная работа состоит из 4 частей:

Часть I(Reading) содержит задания по чтению.

Часть II(CulturalAwareness)содержит задания по лингвострановедению

Часть III(UseofEnglish) - задания по лексическому и грамматическому материалу.

Часть IV(Writing) – задания по письму

При составлении и разработке заданий учитывались учебные возможности обучающихся.

Задания уровня«А» - задания базового уровня с выбором ответа (ВО),

Задания уровня «В» - задания повышенного уровня с кратким ответом (КО)

4. Время выполнения работы

На выполнение всей работы отводится 45 минут.

5. Система оценивания отдельных заданий и работы в целом.

Каждое верно выполненное задание уровня А оценивается в 1 балл, уровня В – 2 балла.

Максимальный первичный балл за выполнение всей работы –64 баллов.

Шкала оценивания результатов выполненной работы:

% выполнения заданий теста	Тестовый балл	Аттестационная отметка
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90% -100%	58-68 балла	«5» («отлично»)
65% -89%	42-57 баллов	«4» («хорошо»)
40% -64%	26-41 балл	«3» («удовлетворительно»)
Менее 40%	Менее 26 баллов	«неудовлетворительно» (задание не выполнено)

6. Содержание работы

Код блока	Номер задания . Уровень.	Максимальный балл	Описание элементов содержания, проверяемых в ходе контрольной работы
1			Чтение (reading)
1.1	A1	7	Читать текст с выборочным пониманием нужной/интересующей информации (просмотровое/поисковое чтение)
2			Социокультурные умения(cultural awareness)
2.1	A2	4	Осуществлять межличностное и межкультурное общение с применением знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, полученных на уроках иностранного языка и в процессе изучения других предметов
3			Владение языковыми навыками (use of English)
3.1			Орфография
3.1.1	A3	6	Владеть орфографическими навыками на основе изучаемого лексико-грамматического материала
3.2			Фонетическая сторона речи
3.2.1	A4	4	Уметь сопоставить слово и его транскрипцию
3.3			Грамматическая сторона речи
3.3.2	A5	4	Распознавать и употреблять в речи модальные глаголы
3.3.3.	A6	4	Распознавать и употреблять в речи временные формы глаголов
3.4			Лексическая сторона речи
3.4.1	A7	5	Знать основные значения лексических единиц, обсуживающих ситуации в рамках тем 9 класса
3.4.2	B1	6	Знать основные способы словообразования
3.4.3	B2	8	Распознавать и употреблять в речи предложения в пассивном залоге
3.4.4	B3	8	Владение навыками перевода предложений по темам, изученным в 9 классе
4			Письмо(writing)
4.1	B4	8	Знать алгоритм написания личного письма

Демонстрационный вариант

Reading

A1. Read the text and choose if the statements are true, false or not stated.

I was twelve when I entered the unfriendly region of examinations, and through which for the next seven years I had to travel. These examinations were a great test to me. The subjects which were valued by the examiners were almost always those I liked least. I would like to be examined in history, poetry and writing essays. The examiners, on the other hand, preferred Latin and mathematics. Moreover, the questions which they asked on both these subjects were almost always those to which I was unable to suggest a satisfactory answer. I would like to be asked to say what I knew. They always tried to ask what I did not know. This sort of treatment had only one result: I did not do well in examinations.

This was especially true of my entrance examination to Harrow. The Headmaster, Mr Welldon, however, took a broad-minded view of my Latin text. This was the more amazing, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the question. But I could not think of anything connected with it that was true. Suddenly I made some dirty marks on my test paper. I stared for two hours at these spots. And then they collected my piece of test paper with all the others and carried it up to the Headmaster's table. It was from these small signs of knowledge that Mr Welldon drew the conclusion that it was enough to pass into Harrow. It showed that he was a man who did not depend upon paper demonstration.

I was placed in the third, or lowest, division of the Fourth, or bottom, Form. The names of the new boys were written in the school list in alphabetical order. As my correct name, Spencer-Churchill, began with an "S", I was in fact only two more names away from the end of the whole school.

However, by being in the lowest form I got a great advantage over the cleverer boys. They all learned Latin and Greek and things like that. But I was taught English. We were considered such silly pupils that we could learn only English. Mr Somervell taught the stupidest boys the most ignored thing - to write simple English. He knew how to do it. He taught it as no one else has ever taught it.

I learned it thoroughly. And when in after years my schoolmates who had won prizes for writing such beautiful Latin poetry and Greek epigrams had to come down again to common English, to earn their living or make their career, I did not feel myself at any difficulty. Naturally, I am in favour of boys learning English. I would make them learn English; and then I would let the clever ones learn Latin as an honour and Greek as a pleasure. But the only thing I would beat them for is not knowing English. I would beat them hard for that. (507)

- 1) At the age of twelve Churchill had his first examination.
- 2) Churchill couldn't pass the exams to Harrow several times.
- 3) Besides Latin, entrance exams to Harrow included mathematics.
- 4) In the Latin exams Churchill didn't answer any question.
- 5) At Harrow, Churchill was considered to be the most gifted pupil.
- 6) As a pupil Churchill won a lot of prizes writing English poetry.
- 7) Churchill would like all the pupils to learn their native language properly.

Cultural Awareness

A2. For questions 1-5, choose the correct answer: a, b or c.

- 1) What should a person get before starting to work?
- a) A levels
 - b) a working card
 - c) an application

2) A gap year is a period of time which a person takes to pause:

- a) between kindergarten and primary school
- b) between primary and secondary school
- c) between secondary school and college or university

3) A CV means

- a) a summary of your job experience and education
- b) your autobiography
- c) an application for a job

4) Apple is a name of a US company whose best-known product is

- a) the typewriter
- b) the personal computer
- c) the dictating machine

Use of English

A3. Fill in the gaps with necessary letters.

Ach...vement

Opt...nal

Empl...ment

Te...nical

Q...lity

To tr...t

A4. Match the words with the transcriptions.

1) to require

a) [ˌɒpə'tju:nɪtɪ]

2) key

b) [ki:]

3) an opportunity

c) [ɒpɔ'tju:nɪtɪ]

4) to prepare

d) [rɪ'kwaɪə]

A5. Choose the correct form of modal.

Can / may / must / have to / should / needn't

1) You ... work a lot to earn enough money.

2) I ... visit my grandmother. I haven't seen her for ages.

3) ... I use your telephone?

4) I ... play rugby.

5) I have so much to do. I ... work late every day.

6) You ... go shopping. I have already bought all the products.

A6. Choose the correct tense form.

1) He _____ a letter at the moment.

2) I _____ a new book for an hour yesterday.

a) Writes

a) Am reading

b) Write

b) Read

c) Is writing

c) Have been reading

d) Has written

d) Was reading

3) _____ you ever _____ to London?

4) The train _____ at 10.

a) Had you ever been

a) Will leave

b) Have you ever been

b) Left

c) Was you ever in

c) Has let

d) Has you ever been

d) Leaves

A7. Match the words with the definitions.

- | | |
|---------------------------|------------------------------|
| 1. To succeed in | a) Занятость, работа |
| 2. To require | b) Нуждаться, требовать |
| 3. A comprehensive school | c) Сдать экзамен |
| 4. To pass an exam | d) Преуспеть в |
| 5. Employment | e) Общеобразовательная школа |

B1. Build the nouns from the following verbs.

To develop, to advertise, to opportune, to invent.

B2. Complete the sentences, using the correct verb forms.

- 1) The book ... (to sell) in different countries.
- 2) Dynamite ... (to discover) by Alfred Nobel in 1867.
- 3) The Olympic Games ... (to hold) since 1896.
- 4) Soon computers ... (to use) in all classrooms.

B3. Translate from English into Russian.

- 1) The Beatles made a breakthrough in pop and rock.
- 2) Popular newspapers, which are half the size of a broadsheet, are called tabloids.
- 3) Comprehensive schools provide compulsory education for children between the ages of 11 and 16.
- 4) It is valued when workers are showing initiative, co-operative, self-motivated, self-confident, creative and well-organised.

Writing

B4. You have got a letter from your English-speaking pen friend Steve. Complete the letter.

	<input style="width: 100%;" type="text"/>
	<input style="width: 100%;" type="text"/>
<input style="width: 200px; height: 20px;" type="text"/>	
<p>I was glad to receive your letter. Next year I will go to the sixth form where I will learn Maths, Information Technology, English and two more subjects – which ones, I haven't decided yet. I want to get into Oxford. It is rather difficult and you need to work hard.</p>	
<p>What opportunities do you have when you choose where to study? What are your plans for the future? What subjects are you interested in?</p>	
<input style="width: 150px; height: 20px;" type="text"/>	