МУНИЦИПАЛЬНОЕ ОБЩЕОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

«ЧЕСМЕНСКАЯ СРЕДНЯЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА№1»

Утвержден директор

С.Е. ШИХОВЦЕВА

# ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

**по Английскому языку 10класс**

**ЧЕСМА**

**2024**

# ПАСПОРТ

**фонда оценочных средств**

**по учебному предмету английский язык 10 класс**

**Матрица оценочных средств**

|  |  |  |
| --- | --- | --- |
| № п/  п | Контролируемые раздел, тема | Наименование оценочного средства |
| 1 | Стартовая работа | Контрольная работа |
| 2 | Проверочная работа за вторую четверть | Контрольная работа |
| 3 | Проверочная работа за третью четверть | Контрольная работа |
| 4 | |  |  | | --- | --- | | Итоговая контрольная работа за год | Контрольная работа | | Контрольная работа |
|  |  |  |

**Материалы диагностики для выявления планируемыхрезультатов обучения**

**Стартовая работа ..**

1. Reading

Read, then choose А, В, С or D for each question (1-6).

RUSSIAN STAR IN STAR TREK

Fictional character Pavel Andreievich Chekhov first appeared on TV in 1967, during the second season of the science fiction series Star Trek. Despite being on TV for a short time (from 1966-69), the series was a hit and still has many fans today, 40 years after its creation. Star Trek led to ten feature films, an animated series, novels and comic books. So why was it so popular and why did they need a Russian star?

Executive Producer Gene Roddenberry decided to introduce a character with 'youth appeal', that is to say a character young people could understand. Best known as the young, enthusiastic navigator on board the starship Enterprise, Chekhov had a haircut similar to one of The Monkees (a very popular pop group in the USA at that time). But he certainly was no American! He was a proud Russian with a thick accent and had the surname of the famous Russian playwright. Actor Walter Koenig played the role, an American with Lithuanian Russian parents.

We can view the character of Chekhov as symbolic, one introduced to present a better world. Created in the 1960s during the Cold War, the series was set in a very different time - in the 230 century. There was a rumour that the Russians themselves came up with the idea of including a Russian character, writing an article in Pravda criticising the absence of a Russian in the series. One thing is sure - it made sense to have a Rus- sian on board as the Soviet Union was one of the leaders in space exploration. Other characters of the multinational crew included Scotty (of Scottish heritage), Sulu (from Japan), Uhura (from Africa) and Spock, the half-human, part alien (Vulcan). All were on the same mission: 'to explore new worlds, to seek out new life and new civilisa- tions, to boldly go where no man has gone before', as the series states in its opening.

Chekhov and the crew certainly live through many exciting adventures: mysterious ill- nesses, capture by aliens, time travel -even romance. In the course of the two series we get to know Chekhov quite well. We see that he has many positive qualities: he is young, good-looking and has a good sense of humour. He regularly jokes (and boasts) about Russia's achievements. He even claims in one programme that the fairy tale Cin- derella came from Russia! However, he himself was less lucky in love. While training at the Academy in the 2260s Chekhov had a romance with another Russian, Irina Gal- liulin. But their characters were too different (Irina criticised Chekhov for being too rigid) and disappointment followed.

Chekhov's character develops in the programme and he begins to take on some of the traits of the ship's captain, Captain James T Kirk. We understand that he has strong principles and can pay close attention to detail. He is also a loyal member of the team. As a result he is able to work himself up the ranks, working first as a junior officer, then as navigator. In the first Star Trek film he becomes lieutenant; in the second he is the commander on another spaceship, The USS Reliant. In this film Chekhov's charac-

ter is severely tested. Villain Khan Noonien Singh puts eels inside Chekhov's head in attempt to control his brain. However, our hero recovers and lives to fight another bat- tle.

The character's final appearance takes place in the year 2293 when he is a guest on board a new ship called Enterprise B. Another ship, The USS Chekhov, was named in his honour, but is destroyed at the Battle of Wolf 359.

But the Star Trek legend lives on. "Trekkies' or 'Trekkers' as the fans are called, can see another film, out in 2008. or watch Star Trek webisodes online.

1 Pavel Andreievich Chekhov is a character in A a real-life drama based in space.

В a Russian series about life in America. С a series based in the future.

D a Russian TV soap opera. 2 In 1967,

A the last episode of Star Trek was shown.

В the first episode featuring Pavlov was shown on TV. С the first film of the series was made.

D Star Trek celebrated its 40n anniversary. 3 Chekhov joined the crew because

A the Pravda newspaper demanded it.

В his name was similar to a famous Russian author.

С of his good looks. D the Star Trek creator wanted to have an international crew. 4 Chekhov and Captain Kirk

A were two very different characters. В disliked one another immensely.

С resembled one another in many ways. D both worked as junior officers.

5 Khan Noonien Singh

A successfully used a creature to take over Chekhov's brain. В was commander of the USS Reliant.

С was a hero in Star Trek.

D tried to take over Chekhov's brain. 6 Star Trek fans

A may be angry that Star Trek has ended. В can see new Star Trek episodes on TV. С may go and see the new Star Trek film. D are mostly from Russia.

* 1. Use of English

Complete the gaps (1-8) with a word derived from the word in bold. (enjoy, ex- pense, work, real, usual, shine, excite, generous)

I like shopping.It's1) and fun but I don't think it's the mostimportant

thing in the world. We need to shop for the things we need, like clothes, of course. In recent years, clothing has gotso2) but the pocket moneyI

earn from 3).............. in the supermarket at the weekends helps. When I 4)..........

need something, I go to theshops, 5) with my sister. Last weekend,I

bought anew 6) bag. I'd saved for weeks to buy it. A waveof

1. washed over me when I finally paid for it. Mysister
2. helped me buy it, so I'll let her use itsometimes.

3.Writing

Read the extract from your pen-friend's letter. His name is Matt. Write a letter to Matt, who has a new baby sister. In your letter:

* + - tell him about yourhobbies
    - ask three questions about his pocket money Write 100-140words.

I really like extreme sports. Do you like sports? What other hobbies do you have? I'm going to wash my dad's car now. He sometimes pays me to do chores!

* 1. **Listening**

Listen to the speakers (1-5). Which of the comments below might each speaker make? There is one comment you don't need to use.

A Watching sporting events on TV is important to me. В I only like watching team sports.

С I don't mind paying a lot to watch an event. D I'm not at all interested in sporting events.

E I don't like staying at home alone to watch sporting events. F I don't mind watching sports but I prefer to take part.

# Спецификация диагностическойработы

Выявить и оценить степень соответствия подготовки учащихся 10 классов МОУ

«Чесменская СОШ №1» требованиям федерального государственного об- разовательного стандарт основного общего образования по предмету первый иностранный язык.

# НазначениеКИМ

Оценить уровень знаний учащихся 10 классов

по темам «Досуг молодежи», «Молодежь в современном обществе»

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# СтруктураКИМ.

Диагностическая работа состоит из 5 разделов: чтение, словообразование, письмо, аудирование и говорение.

Распределение заданий по частям КИМ с учетом максимального первично- го балла за выполнение каждой части работы дается в таблице 1.

Таблица 1

|  |  |  |  |
| --- | --- | --- | --- |
| №  п/п | Часть ра-  боты | Тип заданий | Количество заданий |
| 1 | 2 | 3 | 4 |
| 1 | Задание 1 | С кратким ответом | 6 |
| 2 | Задание 2 | С кратким ответом | 8 |
| 3 | Задание 3 | С развернутым ответом | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | Задание 4 | С кратким ответом | 5 |
| 5 | Задание 5 | С развернутым ответом | 1 |
| ИТОГО | | | 25 |

# Распределение заданий КИМ по содержанию, проверяемым умениям и видам деятельности

Таблица 2

|  |  |  |
| --- | --- | --- |
| Содержательные разделы | Коли- чество зада- ний | Макси- мальный первич- ный балл |
| Чтение | 6 | 6 |
| Словообразование и грамма-  тика | 8 | 8 |
| Письмо | 1 | 6 |
| Аудирование | 5 | 5 |
| Итого | 21 | 32 |
|  |  |  |

# Обобщенный план работы с распределением заданий по уровням сложности. Продолжительностьработы.

Распределение заданий по уровням сложности, проверяемым элементам предметного, содержания, уровню подготовки, типам заданий и времени выпол- нения (таблица 3,4).

Таблица 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № зада- | уро- | Что проверяется | Тип зада- | Макси- | Примерное время |
| ния | вень |  | ния | маль- | выполнения зада- |
|  |  |  |  | ный балл | ния |
| 1 | Б | Чтение с пониманием основного со- держания прочитанных текстов | С кратким ответом | 6 | 6мин |
| 2 | Б | Аффиксы как элементы словооб- разования | С крат- ким отве- том | 8 | 7 мин |
| 3 | Б | Письмо личного характера | С развер- нутым от- ветом | 6 | 15 мин |
| 4 | Б | Понимание на слух основного со- держания несложных звучащих тек- стов монологического и диалогиче-  ского характера в рамках изучае- | С крат- ким отве- том | 5 | 7 мин |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | мых тем |  |  |  |
| ИТОГО | 32 | 45 мин. |  |  |  |
|  | | | |  |  |

# 2.4.Система оценивания выполнения отдельных заданий и диагностической работы в целом

Перевод баллов к 5-балльной отметке представлен в таблице 10

Таблица 4

Перевод баллов в отметки по пятибалльной шкале

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Отметка по **пятибалльной шкале** | 2 | 3 | 4 | 5 |
| Первичные баллы | 0–16 | 17-24 | 25–28 | 29–32 |

# Литература

* 1. О.В. Афанасьева, Д. Дули, И.В. Михеева. Spotlight 10. Английский в фоку- се Учеб. для общеобразоват. организаций. – М. : Просвещение, 2022. –248 с.

ФИПИ: Материалы 2019

* 1. **Контрольные работы по итогам второй четверти.**

**По темам четвертого мо- дуля.**

Read the article, then choose the correct answer (А, В, С or D) for questions 1-7. Giant pandas, found only in China, are one of the world's most endangered species. There are only about 1600 left in the wild and another 200 in captivity. The female panda has an average of only about 7 cubs (baby pandas) in her lifetime. This is why it is extremely important that we protect these beautifulanimals.

In April 2006, a four-year-old male panda called Xiang Xiang was released into the wild. He was the first panda bom in captivity to be set free. This was more than 40 years after the birth of the first giant panda in captivity. Xiang Xiang, whose name means lucky', has a radio collar so scientists can follow his movements. When re- leased, he barked like an angry dog and ran towards photographers before heading into the forest!

Xiang Xiang began training to be a wild panda from the age of two, He was raised at the Panda Centre in the Wolong Nature Reserve where more than a hundred pandas live (more than half of the pandas in captivity!). Xiang Xiang's habitat training began in a five acre open space. He later went to a much larger area that was more like a nat- ural panda habitat. There, Xiang Xiang learned to build a place to live and to eat bam- boo. He started to become aggressive towards humans and make noises like a wild panda. Also, his health improved and he began to have more energy.

The area around the Wolong Nature Reserve is the largest giant panda habitat in the world. Scientists will work out how many more pandas can live in this area, then they will release that number into the wild. Xiang Xiang was released into the western end of the Wolong Nature Reserve. There, he may meet other pandas. However, will they befriend him or not? If they do, then in the future pandas will be released in eight or ten different locations. The plan is to double the number of pandas in the wild by re- leasing around 15 each year.

Conservationalists hope many more pandas like Xiang Xiang will be released back into their natural habitat. However, the giant panda's habitat has been shrinking more and more due to deforestation for wood and farming. This is the greatest threat of all to pandas. For this reason, the Chinese government has decided to protect 28 natural ar- eas. They have also set up centres like the Chengdu Research Base. This research base started with six pandas whose habitat had been destroyed. Today it has 33 and they plan to reintroduce some of them to the wild in thefuture.

It is important to breed pandas and to release them into the wild. However, protecting their habitat is the most important step. This is the only way to make sure they survive.

1. Xiang Xiang was the first panda ... A not born in thewild.

В released after 40 years in captivity. С that lived in the forest.

D born in captivity, then released into the wild.

1. The radiocollar...
2. Choose the best word (A, B, C or D) for each gap(1-7).

With its bright stripes and loud roar, the Siberian tiger is truly an impressive animal. Indigenous to eastern Russia, north-east China and parts of North Korea, the Siberian tiger can 1)................ a length of 286 cmwhich2) it the largest tigeraliveSiberian

tigers are fierce predators and primarily hunt wild boar andelk.3) to thefact

that their prey is found across wide areas, the Siberian tiger requires large territories to survive. An adult male cat will roam a territory up to 1,000 km2

The tiger moves through itsterritory4) and hunts at night. Using its keenvision

and hearing along with apowerful5) of smell, it sneaks up on its preystealthily.

Its stripes help camouflageit6) the tall grass. It can run extremely fastover

short distances and can leap 3 metres in a single bound!

Unfortunately, there are only a few hundred Siberian tigers left in Russia and 7)..........

fewer in China and North Korea. We all need to come together to protect the Siberian tiger and its habitat.

A grow B reach C expand D developA tells scientists where Xiang Xiang is. В plays music.

С makes Xiang Xiang bark. D takes photographs.

1. Scientists at Wolong Nature Reserve will... A reduce pandanumbers.

В release a certain number of pandas. С move pandas out of the area.

D take more pandas into captivity.

1. Which of the following can you not find at the Panda Centre? A Over 100pandas

В Open spaces С Bamboo

D Wild pandas

1. The greatest danger to pandas is A the Chinesegovernment.

В farming.

С decreasing habitats. D conservationalists.

1. The Chengdu Research Base ... A is a natural environment for pandas. В has 28 safe areas forpandas.

С only has 6 pandas.

D has a lot more pandas than when it was first opened.

1. It is most important to ... A find morepandas.

В release pandas into the wild. С protect panda habitats.

D stop keeping pandas in captivity.

1. A does B makes C causes D creates
2. A Due B Because C Since D As
3. A alone B solo C lonely D one
4. A feeling B sense C taste D nose
5. A on B with C across D in
6. A still B much C just D even
7. Listen and fill in the gaps (1-6) Applicant’s name: Andrew 1) ….. Age: 2)….

First choice of camp: from 3)….to 3d of August Activities: 1st choice: 4)….

2d choice :5)….

Applicant’s telephone number: 6)…..

1. Comment on the followingstatement:

Cutting down trees can benefit us greatly, but it has quite a few disadvantages, too. What can you say for and against cutting down trees? Write 120-180 words using the plan.

Para 1 Introduction (state the problem) Para 2 Arguments 'for'

Para 3 Arguments 'against' Para 4 Conclusion

1. Give a 2-minute talk about an endangered species. Remember tosay:

* whatspecies
* where itlives
* why it'sendangered
* what we can do tohelp

You have to talk for 1.5-2 minutes. Your partner will listen until you have finished. Then he/she will ask you some questions.

# Распределение заданий КИМ по содержанию, проверяемым умениям и видам деятельности

Таблица 2

|  |  |  |
| --- | --- | --- |
| Содержательные разделы | Коли- чество зада- ний | Макси- мальный первич- ный балл |
| Чтение | 7 | 7 |
| Лексика | 7 | 7 |
| Аудирование | 6 | 6 |
| Письмо | 1 | 6 |
| Говорение | 1 | 7 |
| Итого | 22 | 33 |

Распределение заданий по уровням сложности, проверяемым элементам предметного, содержания, уровню подготовки, типам заданий и времени выпол- нения (таблица 3,4).

Таблица 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № зада- | уро- | Что проверяется | Тип зада- | Макси- | Примерное время |
| ния | вень |  | ния | маль- | выполнения зада- |
|  |  |  |  | ный балл | ния |
| 1 | Б | Чтение с пониманием основного со- держания прочитанного текста | С кратким ответом | 7 | 6мин |
| 2 | Б | Лексическая сочетаемость | С крат- ким отве- том | 7 | 7 мин |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | Б | Выборочное понимание на слух необходимой информации в теле- фонном разговоре | С крат- ким отве- том | 6 | 7 мин |
| 4 | Б | Описание событий/фактов/явлений, в том числе с  выражением собственного мнения/ суждения | С развер- нутым от- ветом | 6 | 15 мин |
| 5 | Б | Комбинированный диалог (сочетание разных типов диалогов) на основе те- матики учебного общения, в ситуациях официального и неофициального по- вседневного общения | С развер- нутым от- ветом | 7 | 10 мин |
| ИТОГО | | | | 32 | 45 мин. |

# 2.5.Система оценивания выполнения отдельных заданий и диагностической работы в целом

Перевод баллов к 5-балльной отметке представлен в таблице 10

Таблица 4

Перевод баллов в отметки по пятибалльной шкале

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Отметка по **пятибалльной шкале** | 2 | 3 | 4 | 5 |
| Первичные баллы | 0–16 | 17–24 | 25–29 | 30–33 |

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  2. ФИПИ: Материалы 2019 г.[http://www.fipi.ru](http://www.fipi.ru/)

**Контрольная работа**

**по итогам третьей четверти. Потемамшестогомодуля.**

Listening

Listen and choose A (True , В (False) or С (Not stated) for questions 1-6. 1 The restaurant has tables available on Saturday evening.

A True В False С Notstated

1. The restaurant is open all day Saturday. A True В False С Notstated
2. The girl only has three friends. A True В False С Notstated
3. The girl might need to change her booking. A True В False С Notstated
4. The lunchtime menu is different from the evening menu. A True В False С Notstated
5. The girl is on adiet.

A True В False С Not stated

1. Read the texts (A-F) and answer the questions (1-5 . One text doesn’t answer a ques- tion. Where will you go/call if you...

1 need to eat something quickly? 2 have a sweet tooth?

1. don’t eatmeat?
2. are trying to eat healthily? 5 can’t leave theoffice?
3. Here at the Lemon Tree, we have an excellent reputation for high quality cuisine. We have a regularly changing menu, including a wide variety of exciting vegetarian choices. We also have an excellent selection of fresh salads and hot dishes to suit both vegetarians and nonvegetarians alike. You'll find us at 4, StationRoad.
4. Using only the finest minced beef, our tasty 'Billie Burger' was recently voted 'Best burger in town'. Come and find out for yourself! If you need to grab a bite to eat on the run, our friendly, efficient staff will make sure you're served with fresh, tasty food within minutes! 89, HighStreet.
5. Finally, Zest brings you an alternative to fried, fatty fast food. Because we under- stand your need for fresh, wholesome and satisfying food, here at Zesf we offer a deli- cious range of hot and cold snacks, all made from the finest and freshest, organic in- gredients. Come to Zest at 128, Castleton Road for takeaway food with adifference!
6. We make fresh, tasty, imaginative food including sandwiches, salads, baked pota- toes and more. No time for a break? Don't worry, we'll deliver them to your place of work. Call us on 020-8767463 during office hours, 8am-6pm. Relax... we'll come to you!
7. Join us for lunch at our popular, family-run restaurant famous for its Sunday roasts! Dating from the 16th century, Castle Cottage is the oldest restaurant in town, doseto

the ancient castle. Our main dining room has just been refurbished and we have a brand new menu. Traditional food at its best. Call 0115 8564342 to book a table.

1. Why not treat yourself and join us for one of our famous cream teas! Sticky De- lights is an award-winning tea shop that has been serving delicious, freshly-made sand- wiches, pastries and cakes for over twenty-five years. We also make wedding cakes and birthday cakes to order. Call us on 020-7874565 forenquiries.
2. Read the text and choose the best word (A ,B,C or D) for each gap (1-7 . Borsch

Beetroot can be cooked and eaten warm with butter; or it can be pickled and theneaten cold; or peeled and shredded and theneaten1) a salad, but

many people believe it's best served in Borsch. Borsch is a delicious vegetablesap2) can

be eaten hot car cold. As v\*ell as beetroot, hot Borsch can also inclucte beans, cab- bage, carrots and potatoes, car neats like chicken or beef, (bid Borsch is usually a

3) soup, node frcm diced beetrootwith

either lsron juice car sugarto4) totteELarour.

Borsch is a popular dish in many Eastern and Central European countries, such as Rus- sia, Poland, Germany and the Ukraine. Each country has its cwn favcurite way

of preparing this foodand5) has its on

vay cf spelling its rate. It's Borschtsch ii German, Barszch in tolish and Borsch in Rus- sian and Ukrainian.

Whatever you mil it, Borsch can be the perfect meal to warm youup6) a cold winter cr а

delightful snack when the weather's warmer. It's eaten with friends and family at bene or you can find it on the

1. А for В as С such D like
2. А when в who С which Dwhose
3. А normal в ordinary С everyday D plain 4 А fill в give с wake Dadd

5 А each в every с all D both 6 А for в at с in D on

7 А plenty в many с lots D much

1. 1. Fill in: eyesight, sprinkle, grilled, carbohydrates, concentration, recipe, raw, wa- termelon, rumbling,indigestion.
2. There are highamountsof in rice, potatoes andcereal.
3. I’m really hungry -my tummy’s !
4. As you getolder your begins to fail.
5. Don’t eat so fastyou’llget !
6. I have a deliciouschocolatecake. !
7. My favouritefruitis It's really refreshing.
8. vegetables are extremely good foryou.
9. chicken is healthier thanfried.
10. Ioftenlack. in the afternoon.
11. I like to. chocolate on top of mycappuссino
12. Comment on the followingstatement:

Young people these days are eating more and more unhealthy foods. Some people feel that advertising junk food on TV should not be allowed.

What can you say for and against banning junk food adverts on TV? Write an essay of 200-250 words using the plan.

Para 1 Introduction (state the problem) Para 2 Arguments for (with examples/ justifica- tions

Para 3 Arguments against (with examples/justifications Para 4 Conclusion

# Спецификация диагностическойработы

Выявить и оценить степень соответствия подготовки учащихся 10 классов МОУ

«Чесменская СОШ №1» требованиям федерального государственного об- разовательного стандарт основного общего образования по предмету первый иностранный язык.

# НазначениеКИМ

Оценить уровень знаний учащихся 10 классов

по теме «Здоровье и забота о нём» в целях установления соответствия учеб- ных достижений запланированным результатам обучения.

# СтруктураКИМ.

Диагностическая работа состоит из 5 разделов: чтение, словообразование, письмо, аудирование и говорение.

Распределение заданий по частям КИМ с учетом максимального первично- го балла за выполнение каждой части работы дается в таблице 1.

Таблица 1

|  |  |  |  |
| --- | --- | --- | --- |
| №  п/п | Часть ра-  боты | Тип заданий | Количество заданий |
| 1 | 2 | 3 | 4 |
| 1 | Задание 1 | С кратким ответом | 5 |
| 2 | Задание 2 | С кратким ответом | 8 |
| 3 | Задание 3 | С кратким ответом | 7 |
| 4 | Задание 4 | С развернутым ответом | 7 |
| 5 | Задание 5 | С развернутым ответом | 6 |
| ИТОГО | | | 31 |

# 

# Распределение заданий КИМ по содержанию, проверяемым умениям и видам деятельности

Таблица 2

|  |  |  |
| --- | --- | --- |
| Содержательные разделы | Коли- чество зада- ний | Макси- мальный первич- ный балл |
| Аудирование | 6 | 6 |
| Чтение | 5 | 5 |
| Лексика | 7 | 7 |
| Говорение | 1 | 7 |
| Письмо | 1 | 6 |
| Итого | 20 | 31 |

# Обобщенный план работы с распределением заданий по уровням сложности. Продолжительностьработы.

Распределение заданий по уровням сложности, проверяемым элементам предметного, содержания, уровню подготовки, типам заданий и времени выпол- нения (таблица 3,4).

Таблица 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № зада- ния | уро- вень | Что проверяется | Тип зада- ния | Макси- маль-  ный | Примерное время выполнения зада- |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | балл | ния |
| 1 | Б | Выборочное понимание на слух необ- ходимой информации из несложных аудиотекстов | С кратким ответом | 6 | 6мин |
| 2 | Б | Понимание основного содержания со- общений, несложных публикаций научно-познавательного характера | С крат- ким отве- том | 5 | 7 мин |
| 3 | Б | Лексическая сочетаемость | С крат- ким отве- том | 7 | 7 мин |
| 4 | Б | Продуцирование связанных выска- зываний с использованием основ- ных коммуникативных типов речи (описание, повествование) | С развер- нутым от- ветом | 7 | 10 мин |
| 5 | Б | Описание событий/фактов/явлений, в том числе с выражением собственного мнения/суждения | С развер- нутым от- ветом | 6 | 15 мин |
| ИТОГО | | | | 31 | 45 мин. |

# 2.6.Система оценивания выполнения отдельных заданий и диагностической работы в целом

Перевод баллов к 5-балльной отметке представлен в таблице 10

Таблица 4

Перевод баллов в отметки по пятибалльной шкале

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Отметка по **пятибалльной шкале** | 2 | 3 | 4 | 5 |
| Первичные баллы | 0–15 | 16–23 | 24–27 | 28–31 |

# Литература

* 1. О.В. Афанасьева, Д. Дули, И.В. Михеева. Spotlight 10. Английский в фоку- се Учеб. для общеобразоват. организаций. – М. : Просвещение, 2022. –248 с.
  2. ФИПИ: Материалы 2019 г.[http://www.fipi.ru](http://www.fipi.ru/)

**Контрольные работы по итогам учебного года. По всем темам учебного года.**

1. **Grade. FINAL TEST (1 VARIANT)**

***Fill in : joke, moody, catch, trusting, prescription, selfish, patient, pain, earn, tooth decay,agency, screen, ancient***

1. She's a woman. She can be happy one minute and angry thenext.
2. A child believes everything you tell him and follows where youlead.
3. The doctor wrotehima for two tablets.
4. Yesterday I fell off the bike and now Ihave a in theknee.
5. Did you book the tickets on the Internet or atatravel ?
6. It’s boiling hot today – don’t forget to putsome sun on!
7. Be , your time willcome.
8. If a ship is sinking and you refuse to let anyone else into your 4-person lifeboat, you're ex- tremely .
9. How muchdoesKate from herjob?
10. She’s alwaysplayinga on Sam.
11. Youcan the local bus to get to the citycentre.
12. Tom is interested in studying thehistoryof civilizations.
13. Cleaning your teeth twice a day helpstoprevent .

***Put the verbs in the correct form***

1. They (**think**) of going to France for aweek.
2. We (**wander**) around the town when we went into Maryyesterday.
3. Bread (**eat**) everyday.
4. Judy is a really caring person. I (**know**) her since we met at primaryschool.
5. If it rained, you would (**stay**) athome.
6. Our plane (**arrive**) early in themorning.
7. I (**answer**) five e-mails sofar.
8. She (**work**) since seveno’clock.
9. If we heat water it(**boil**).
10. Two reports on Hemingway's stories (**make**) in our group last month. Both of themwere veryinteresting.

***Change the following sentences into reported speech***

1. "Have you ever been married, Captain Weadows?" I askedhim.
2. He said in an apologetic manner, "I've been looking for you,Nancy."
3. He said: "Hurry up! Find your hockey stick. I'll be waiting for yououtside."

***Fill in the correct prepositions of the phrasal verbs***

1. I**look** hearing fromyou.
2. **Turn** the volume on the radio! It's tooloud!
3. Kerry**gave** all her oldclothes.
4. I **ran** Moira on the wayhome.
5. What are your neighbours like? Doyou**get** them?
6. Few people these days are in favourof**bringing** the old punishment bydeath.
7. I**looked** my younger brother and sister while my parents wereworking.

***Fill in the correct preposition***

1. Not exercising enoughcanresult problems later in life.
2. I’mthinking giving upcoffee.
3. Paul is finding it hardtocope hisschoolwork.

***Fill in the correct word derived from the word in bold***

1. My best friend Carmel is the most helpful person I know.She’san tome. **IN- SPIRE**
2. Owning up to breaking the windowwasthe thingtodo. **HON- OUR**
3. Agventurous people get alotof going skydivingorrafting. **EN- JOY**
4. IntheUSA Day is celebrated onJuly4 **INDE- PEND**
5. We wish youthefastest . **RE-**

**COVER**

1. Please,expressyour with newrulesdirectly. **DIS- AGREE**
2. Jack stared atHelenin **AMAZE**
3. Stay inourcomfortable and relaxinstyle! **ACCOMMO- DATE**
4. It’s to buy cigarettes in Britain if you’reunder16. **LEGAL**
5. They admitted that it had been for him to comment on thematter.

**APPROPRIATE**

1. He was single-minded abouthiscareer. **POSSIBLE*Read the extract from the article«MAMMA MIA! Musical Hits von ABBA». In questions 1-6 choose the correct answer a, b orc***

Kathy, the musical star is one of the youngest members of the cast of MAMMA MIA!, the ABBA musical that has been running in Hamburg since November 2002. Together with around 40 singers, she goes on stage eight times a week and enraptures the audience with ABBA’s immortal hits. The restless young singer with the long red hair plays the part of 21- year-old Sophie, who lives on a Greek island with her mother Donna and wants to find out who her real father is before she marries.

After huge successes in London, Toronto, Melbourne, Los Angeles, New York and San Francisco “MAMMA MIA!” is now being performed at the Hamburg Operetta House – the first non-English production. The curtain goes up almost every day to allow the audience to enjoy hits like “Take a Chance on Me”. The positive feel to the music soon has the audience singing along, and the show finishes with standing ovations every night.

Kathy is thrilled to be a musical star. Every evening she and the rest of the cast sing and dance in front of a different audience. The people who come to watch the musical expect to beentertained.

Before Kathy got a part in “MAMMA MIA!”, she trained as a musical performer. At the age of 14 she started singing lessons. She took [art in amateur dramatics, sang with school bands and danced on stage. “The fascinating thing about musicals is that they are a combina- tion of singing, dancing and acting”, she explains. The training she did was tough, but she covered all “stage disciplines”. To conclude her studies, Kathy had to take a one-hour exam.

The way this musical came about is rather unusual. Normally, here is a story first and then the music is composed and songs written to accompany the plot. In the case of “MAMMA MIA!” it is the other way round. The songs were already successes before it dawned on any- one to make a musical. Even Bjorn Ulvaeus, composer of almost all ABBA’s hits, was thrilled to discover he had written the music for a musical he “didn’t knowexisted”.

1. Together with around 40 other singers she…
2. sings popular ABBA’ssongs.
3. dances andsings.
4. goes on stage eight times aweek.
5. … has the audience singingalong.
6. The positive feel to themusic…
7. The interesting plot of themusical…
8. The perfect play ofsingers…

a) they are a combination of singing, dancing and playing.

1. The way this musical came about is…
   1. rathernormal.
   2. ratherunusual.
   3. ratherinteresting.

**10 Grade. FINAL TEST (2 VARIANT)**

***Fill in : annual, stored, delayed, stage, reused, sick, spicy food, repellent, vendors, package,low carbohydrate diet, dryer, hire***

1. Whenwearrivedatthemainstreetofthetown,wesawdifferent selling their un- usualsouvenirs.
2. Bisket Jatra festivalisan event which takes place every year inspring.
3. Jenny ison a so don’t offer her anybread!
4. Jennifer has you always wanted toperformon but she has been too scared to doit.
5. The passengers had to wait for several hours in the airport because their flight hadbeen

.

1. Nuclearwasteis close to thetown.
2. I believe all thingsshouldbe as much aspossible.
3. Put some ofthisinsect on – there are mosquitoes aroundhere!
4. I hate travelling by boat because Igetsea .
5. I need to buy anewhair ; the old one isbroken.
6. Ilove but it gives me terribleindigestion.
7. holidays are organized bya.
8. They are planning to visit Spain and aregoingto acar.

***Put the verbs in the correct form***

1. Who (**talk**) to on the phone when I camein?
2. If I had been free yesterday, I would (**join**)you.
3. Let's ask Tom. He (**probably / know**) theanswer.
4. The letter (**receive**) yesterday.
5. She is well-informed about politics because she (**read**) the newspaper everyday.
6. Ms Smith (**work**) as a sales representative for threeyears.
7. In her job, she (**drive**) around a lot to meet her customers all over thecountry.
8. At the moment, Ms Smith (**stand**) in her hotelroom.
9. If you finish your homework, we (**go**) to thecinema.
10. I'm sure I (**ask**) at the lessontomorrow.

***Change the following sentences into reported speech***

1. "Is it true that in England the grass remains green all the year round?" asked theboy.
2. "Anne will be leaving school next year", shesaid.
3. Helen said: "Don't even ring me up! I'll be working at mytranslation."

***Fill in the correct prepositions of the phrasal verbs***

1. He has decidedto **give** smoking.
2. I think that you have much freetime.**Take** somehobby!
3. I told herto**look** the word in thedictionary.
4. The rubbishbins**gave** a nasty smell in the hotweather.
5. You should **take**thisdress the waist. It's too big.
6. Try to eat your dinner, Jane, you've justbeen **picking** it.
7. Slow down, you might**run**someone .

***Fill in the correct preposition***

1. Lana keeps house well, she isgood
2. Extreme sports are my passion. I amkeen

housekeeping.

rock climbing and paragliding.

1. Mumoftensuffers terrible backpain.

***Fill in the correct word derived from the word in bold***

1. My family isalwaysvery ofmydecisions. **SUPPORT**
2. She’savery person; no wonder she’sababysitter. **CARE**
3. He’s awell
4. This actor isvery

man inthecommunity. **RESPECT**

inEngland. **FAME**

1. My caris very I don’t spend much moneyonpetrol. **ECONOMY**
2. School uniforms don’t help young people develop asenseof . **INDIVIDUAL**
3. I really love this shop as the pricesarequite . **AFFORD**
4. Valentin Yudashkin is probably Russia’s mostfamousfashion **DESIGN**
5. We had to go out because the smell in the roomwasvery . **PLEASANT**
6. Theinstructionsare as the task isquitesimple. **NECESSARY**
7. Itwas of him to allow thistohappen. **RESPONSIBLE*Read the extract from the article«MAMMA MIA! Musical Hits von ABBA». In questions 1-6 choose the corrwct answer a, b orc***

Kathy, the musical star is one of the youngest members of the cast of MAMMA MIA!, the ABBA musical that has been running in Hamburg since November 2002. Together with around 40 singers, she goes on stage eight times a week and enraptures the audience with ABBA’s immortal hits. The restless young singer with the long red hair plays the part of 21- year-old Sophie, who lives on a Greek island with her mother Donna and wants to find out who her real father is before she marries.

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1. Kathy is thrilled…
   1. to sing popularsongs.
   2. to be a musicalstar.
   3. to go out on thestage.
2. Before Kathy got a part in “MAMMA MIA!”, she…
   1. worked as anurse.
   2. trained as a musicalperformer.
   3. studied atschool.
3. The fascinating thing about musicals is that…
   1. they are a combination of singing andacting.
   2. they are a combination of singing andplaying.
   3. they are a combination of singing, dancing andplaying.

**KEYS**

**10 Grade. FINAL TEST (1 VARIANT)**

***Fill in : joke, moody, catch, trusting, prescription, selfish, patient, pain, earn, tooth decay,agency, screen, ancient***

1. She's a **moody** woman. She can be happy one minute and angry thenext.
2. A **trusting** child believes everything you tell him and follows where youlead.
3. The doctor wrote him a **prescription** for twotablets.
4. Yesterday I fell off the bike and now I have a **pain** in theknee.
5. Did you book the tickets on the Internet or at a travel**agency**?
6. It’s boiling hot today – don’t forget to put some sun **screen**on!
7. Be **patient**, your time willcome.
8. If a ship is sinking and you refuse to let anyone else into your 4-person lifeboat, you're ex- tremely **selfish**.
9. How much does Kate **earn** from herjob?
10. She’s always playing a **joke** onSam.
11. You can **catch** the local bus to get to the citycentre.
12. Tom is interested in studying the history of **ancient**civilizations.
13. Cleaning your teeth twice a day helps to prevent **toothdecay.**

***Put the verbs in the correct form***

1. They **are thinking** of going to France for a week.
2. We **were wandering** around the town when we went into Maryyesterday.
3. Bread **is eaten** everyday.
4. Judy is a really caring person. I **have known** her since we met at primaryschool.
5. If it rained, you would **stay** athome**.**
6. Our plane **arrives** early in themorning.
7. I **have answered** five e-mails so far.
8. **She has been working** since seveno’clock.
9. If we heat water it**boils**.
10. Two reports on Hemingway's stories **were made** in our group last month. Both ofthem were veryinteresting.

***Change the following sentences into reported speech***

1. "Have you ever been married, Captain Weadows?" I askedhim.
2. He said in an apologetic manner, "I've been looking for you,Nancy."
3. He said: "Hurry up! Find your hockey stick. I'll be waiting for yououtside."

***Fill in the correct prepositions of the phrasal verbs***

1. I **look forward to** hearing fromyou.
2. **Turn down** the volume on the radio! It's tooloud!
3. Kerry **gave away** all her oldclothes.
4. I **ran into** Moira on the wayhome.
5. What are your neighbours like? Do you **get on with**them?
6. Few people these days are in favour of **bringing back** the old punishment bydeath.
7. I **looked after** my younger brother and sister while my parents wereworking.

***Fill in the correct preposition***

1. Not exercising enough can result **in** problems later inlife.
2. I’m thinking **of** giving upcoffee.
3. Paul is finding it hard to cope **with** hisschoolwork.

***Fill in the correct word derived from the word in bold***

1. My best friend Carmel is the most helpful person I know.She’san tome. **IN- SPIRE**
2. Owning up to breaking the windowwasthe thingtodo. **HON- OUR**
3. Agventurous people get alotof going skydivingorrafting. **EN- JOY**
4. IntheUSA Day is celebrated onJuly4 **INDEPEND**
5. We wish youthefastest . **RE-**

**COVER**

1. Please,expressyour with newrulesdirectly. **DIS- AGREE**
2. Jack stared atHelenin **AMAZE**
3. Stay in our comfortable and relaxinstyle! **ACCOMMO- DATE**
4. It’s to buy cigarettes in Britain if you’reunder16. **LEGAL**
5. They admitted that it had been for him to comment on thematter.

**APPROPRIATE**

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1. Together with around 40 other singers she…
   1. sings popular ABBA’ssongs.
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   3. goes on stage eight times aweek.
2. … has the audience singingalong.
3. The positive feel to themusic…
4. The interesting plot of themusical…
5. The perfect play ofsingers…
6. they are a combination of singing, dancing andplaying.
7. The way this musical came about is…
   1. rathernormal.
   2. ratherunusual.
   3. ratherinteresting.

**10 Grade. FINAL TEST (2 VARIANT)**

***Fill in : annual, stored, delayed, stage, reused, sick, spicy food, repellent, vendors, package,low carbohydrate diet, dryer, hire***

1. When we arrived at the main street of the town, we saw different **vendors** selling their unusualsouvenirs.
2. Bisket Jatra festival is an **annual** event which takes place every year inspring.
3. Jenny is on a **low carbohydrate diet** so don’t offer her anybread!
4. Jennifer has you always wanted to perform on **stage** but she has been too scared to doit.
5. The passengers had to wait for several hours in the airport because their flight hadbeen

**delayed.**

1. Nuclear waste is **stored** close to thetown.
2. I believe all things should be **reused** as much as possible.
3. Put some of this insect **repellent** on – there are mosquitoes aroundhere!
4. I hate travelling by boat because I get sea **sick**.
5. I need to buy a new hair **dryer**; the old one isbroken.
6. I love **spicy food** but it gives me terribleindigestion.
7. **Package** holidays are organized by a.
8. They are planning to visit Spain and are going to **hire** acar.

***Put the verbs in the correct form***

1. Who **were you talking** to on the phone when I camein?
2. If I had been free yesterday, I would **have joined**you.
3. Let's ask Tom. He **will probably know** theanswer.
4. The letter **was received**yesterday.
5. She is well-informed about politics because she **reads** the newspaper everyday.
6. Ms Smith **has been working** as a sales representative for threeyears.
7. In her job, she **drives** around a lot to meet her customers all over thecountry.
8. At the moment, Ms Smith **is standing** in her hotelroom.
9. If you finish your homework, we **will go** to thecinema.
10. I'm sure I **will be asked** at the lessontomorrow

***Change the following sentences into reported speech***

1. "Is it true that in England the grass remains green all the year round?" asked theboy.
2. "Anne will be leaving school next year", shesaid.
3. Helen said: "Don't even ring me up! I'll be working at mytranslation."

***Fill in the correct prepositions of the phrasal verbs***

1. He has decided to **give up**smoking.
2. I think that you have much free time. **Take up** some hobby!
3. I told her to **look up** the word in thedictionary.
4. The rubbish bins **gave off** a nasty smell in the hotweather.
5. You should **take** this dress **in** the waist. It's toobig.
6. Try to eat your dinner, Jane, you've just been **picking at**it.
7. Slow down, you might **run** someone **over**.

***Fill in the correct preposition***

1. Lana keeps house well, she is good **at**housekeeping.
2. Extreme sports are my passion. I am keen **on** rock climbing andparagliding.
3. Mum often suffers **from** terrible backpain.

***Fill in the correct word derived from the word in bold***

1. My family isalwaysvery ofmydecisions. **SUPPORT**
2. She’savery person; no wonder she’sababysitter. **CARE**
3. He’s awell
4. This actor isvery

man inthecommunity. **RESPECT**

inEngland. **FAME**

1. My caris very I don’t spend much moneyonpetrol. **ECONOMY**
2. School uniforms don’t help young people develop asenseof . **INDIVIDUAL**
3. I really love this shop as the pricesarequite . **AFFORD**
4. Valentin Yudashkin is probably Russia’s mostfamousfashion **DESIGN**
5. We had to go out because the smell in the roomwasvery . **PLEASANT**
6. Theinstructionsare as the task isquitesimple. **NECESSARY**
7. Itwas of him to allow thistohappen. **RESPONSIBLE*****Read the extract from the article«MAMMA MIA! Musical Hits von ABBA». In questions 1-6 choose the corrwct answer a, b orc***

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Kathy is thrilled to be a musical star. Every evening she and the rest of the cast sing and dance in front of a different audience. The people who come to watch the musical expect to beentertained.

Before Kathy got a part in “MAMMA MIA!”, she trained as a musical performer. At the age of 14 she started singing lessons. She took [art in amateur dramatics, sang with school bands and danced on stage. “The fascinating thing about musicals is that they are a combina- tion of singing, dancing and acting”, she explains. The training she did was tough, but she covered all “stage disciplines”. To conclude her studies, Kathy had to take a one-hour exam.

The way this musical came about is rather unusual. Normally, here is a story first and then the music is composed and songs written to accompany the plot. In the case of “MAMMA MIA!” it is the other way round. The songs were already successes before it dawned on any- one to make a musical. Even Bjorn Ulvaeus, composer of almost all ABBA’s hits, was thrilled to discover he had written the music for a musical he “didn’t knowexisted”.

1. Kathy is thrilled…
2. to sing popularsongs.
3. to be a musicalstar.
4. to go out on thestage.
5. Before Kathy got a part in “MAMMA MIA!”, she…
6. worked as anurse.
7. trained as a musicalperformer.
8. studied atschool.
9. The fascinating thing about musicals is that…
   1. they are a combination of singing andacting.
   2. they are a combination of singing andplaying.
   3. they are a combination of singing, dancing andplaying.

Таблица 1

|  |  |  |  |
| --- | --- | --- | --- |
| №  п/п | Часть ра-  боты | Тип заданий | Количество заданий |
| 1 | 2 | 3 | 4 |
| 1 | Задание 1 | С кратким ответом | 13 |
| 2 | Задание 2 | С кратким ответом | 10 |
| 3 | Задание 3 | С кратким ответом | 3 |
| 4 | Задание 4 | С кратким ответом | 7 |
| 5 | Задание 5 | С кратким ответом | 3 |
| 6 | Задание 6 | С кратким ответом | 11 |
| 7 | Задание 7 | С кратким ответом | 3 |
| ИТОГО | | | 50 |

# Распределение заданий КИМ по содержанию, проверяемым умениям и видам деятельности

Таблица 2

|  |  |  |
| --- | --- | --- |
| Содержательные разделы | Коли- чество зада- ний | Макси- мальный первич- ный балл |
| Грамматика | 13 | 13 |

|  |  |  |
| --- | --- | --- |
| Лексика | 34 | 34 |
| Чтение | 3 | 3 |
| Итого | 50 | 50 |

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# Обобщенный план работы с распределением заданий по уровням сложности. Продолжительностьработы.

Распределение заданий по уровням сложности, проверяемым элементам предметного, содержания, уровню подготовки, типам заданий и времени выпол- нения (таблица 3,4).

Таблица 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № зада- ния | уро- вень | Что проверяется | Тип зада- ния | Макси- маль- ный балл | Примерное время выполнения зада- ния |
| 1 | Б | Лексическая сочетаемость | С кратким ответом | 13 | 8мин |
| 2 | Б | Наиболее употребительные личные формы глаголов действительного залога: Present Simple, Future Simple и Past Simple, Present и Past Continu- ous, Present и Past Perfect.Личные формы глаголов действительного залога: Present Perfect Continuous и Past Perfect Continuous.Личные фор- мы глаголов страдательного залога: Present Simple Passive, Future Simple Passive, Past Simple Passive, Present Perfect Passive. | С крат- ким отве- том | 10 | 8 мин |
| 3 | Б | Косвенная речь | С крат- ким отве- том | 3 | 8 мин |
| 4 | Б | Фразовые глаголы | С крат- ким отве- том | 7 | 5 мин |
| 5 | Б | Предлоги места, направления, времени | С крат- ким отве- том | 3 | 4 мин |
| 6 | Б | Аффиксы как элемент словообразова- ния | С крат- ким отве- том | 11 | 6 мин. |
| 7 | Б | Чтение с пониманием основного содер- | С крат- | 3 | 6 мин |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | жания прочитанных текстов | ким отве- том |  |  |
| ИТОГО | | | | 50 | 45 мин. |

# 2.8.Система оценивания выполнения отдельных заданий и диагностической работы в целом

Перевод баллов к 5-балльной отметке представлен в таблице 10

Таблица 10

Перевод баллов в отметки по пятибалльной шкале

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Отметка по **пятибалльной шкале** | 2 | 3 | 4 | 5 |
| Первичные баллы | 0–24 | 25–37 | 38–44 | 44–50 |

# Литература

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