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| Рассмотрено на заседании МО учителей гуманитарного цикла Протокол от 16. 04. 2018 № 6Руководитель МО:\_\_\_\_\_\_\_\_Належитая В.А. | Согласовано на методическом совете Протокол от 30.04.2018 № 6Зам по УВР:\_\_\_\_\_\_\_\_Маркина Р.Ф. | Утверждено приказом МОУ ИРМО «Усть-Кудинская СОШ» от 04.05.2018 №110Директор:\_\_\_\_\_\_\_\_\_Чеснокова Г.Г. |

**Контрольно-измерительные материалы для проведения промежуточной аттестации в 2017-2018 учебном году по английскому языку для обучающихся 8 класса**

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

СПЕЦИФИКАЦИЯ
контрольной работы (для промежуточной аттестации) по английскому языку для 8 «б» класса.

**1. Назначение КИМ итоговой контрольной работы.**Промежуточная аттестация проводится с целью определения уровня освоения обучающимися 8 «б» класса предметного содержания курса английского языка в соответствии с требованиями Федерального государственного образовательного стандарта, выявления элементов содержания, вызывающих наибольшие затруднения у обучающихся и выявления динамики результативности обучения.

**2. Документы, определяющие содержание КИМ**.
Содержание итоговой работы определяется:
на основе федерального государственного образовательного стандарта основного общего образования (утв. приказом Минобрнауки РФ от 17.12.2010 года № 1897), согласно требованиям к результатам освоения основной образовательной программы основного общего образования (ООП ООО), в соответствии с учебным планом МОУ ИРМО «Усть-Кудинская СОШ» на 2017- 2018 учебный год.

**3. Подходы к отбору содержания, разработке структуры КИМ**Отбор содержания, подлежащего проверке в итоговой работе, осуществляется в соответствии с разделом «Обязательный минимум содержания основных образовательных программ» Федерального компонента государственных стандартов основного общего образования. В каждый вариант включены задания, проверяющие уровень знания содержания всех основных разделов курса и выполнение основных требований к уровню подготовки восьмиклассников.

**4. Структура проверочной работы.**Итоговая работа состоит из 3 частей: аудирования, чтения, лексики и грамматики. Для дифференцирования учащихся по уровням владения иностранным языком в итоговую работу наряду с заданиями базового уровня включаются более сложные задания повышенного уровня. Уровень сложности определяется сложностью языкового материала и проверяемых умений, а также типом задания.

**Распределение заданий проверочной работы по частям работы**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № задания | Проверяемые предметные результаты | Уровень сложности задания | Максимальный балл за выполнение задания | Тип задания | Рекомендуемое время выполнения задания (мин) |
| Раздел 1. Аудирование |
| 1-4 | Понимание основного содержания прослушанного текста | Базовый | 4 | Задание с выбором ответа | 5 |
| 5-9 | Понимание запрашиваемой информации в прослушанном тексте | Повышенный | 5 | Задание с выбором ответа | 5 |
| Итого | 9 |  | 10 |
| Раздел 2. Чтение |
| 10-16 | Понимание основного содержания прочитанного текста  | Базовый | 7 | Задание с выбором ответа | 10 |
| 17-24 | Понимание запрашиваемой информации | Повышенный | 8 | Задание с выбором ответа | 10 |
| Итого | 15 |  | 20 |
| Раздел 3. Лексика и грамматика |
| 25-33 | Грамматические навыки употребления в нужной форме слова в соответствии с коммуникативно значимым текстом  | Базовый | 9 | Задание с кратким ответом на знание грамматических форм | 5 |
| 34-39 | Знание сочетаемости лексических единиц, способность выбирать подходящее слово на основе контекста | Базовый | 6 | Задание с кратким ответом на словообразование | 5 |
| Итого | 15 |  | 15 |

**5. Время выполнения работы:**На выполнение проверочной работы отводится 40 минут.

**6. Система оценивания работы**

За каждый правильный ответ – 1 балл. Максимальный балл за работу – 39 баллов.

36-39 баллов – «5» 19-291 баллов – «3»

30-35 баллов – «4» <19 баллов – «2»

**8 класс**

**Демоверсия**

1. **Listening**

**Задание 1**

Начало формы

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

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| **1.**  | In the cinema |
| **2.**  | At the airport |
| **3.**  | In a travel agency |
| **4.**  | In a restaurant |
| **5.**  | In a hotel |

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Запишите в таблицу выбранные цифры под соответствующими буквами. |

Конец формы

 **Задание 2**

Начало формы

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

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| **1.**  | The speaker describes their local music festival. |
| **2.**  | The speaker says that he/she has taken up a new hobby. |
| **3.**  | The speaker describes his/her musical instrument. |
| **4.**  | The speaker explains what kind of music he/she likes. |
| **5.**  | The speaker explains his/her career choice. |
| **6.**  | The speaker talks about his/her plans for the weekend. |

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Запишите в таблицу выбранные цифры под соответствующими буквами   |

Конец формы

 Начало формы

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Конец формы

1. **Reading**

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| Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту **10-16** подберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок.**  |

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| **1.**  | **Generation gap** |
| **2.**  | **Attractive but unhealthy** |
| **3.**  | **Youth movements and societies** |
| **4.**  | **Always busy** |

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| **5.**  | **Conflicts with friends** |
| **6.**  | **Parents’ ambitions** |
| **7.**  | **Are teenagers happy?** |
| **8.**  | **They want to earn and spend** |

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| **10.**  | The age between 14 and 17 is often considered to be one of the best periods in a person’s life. Grown-ups remember it with excitement and happiness. They wish they were teenagers again. However, most teenagers won’t agree with this point of view if they were asked. They're sure that they are facing a lot of difficult problems and that's quite true. |
| **11.**  | Smoking has become one of the most important problems for modern teenagers. About 40 percent of teenagers are attracted by the bright cigarette advertisement. It seems they just don't realize the harm it does to their health, because advertisements show smoking as something positive. They really believe that smoking will make them look like they're cool and grown-up. |
| **12.**  | In fact, teenagers have got a lot of work. They're busy with their studies, household chores, some of them have jobs. They can’t even find a moment to entertain themselves at times. It’s a more serious problem especially for those who are responsible and want to be successful students and good children. |
| **13.**  | The problem number one for most young people is between fathers and sons. All young people want to be independent, they want their parents to listen to their opinion. As for parents, they want to control their children’s lives. At the same time some parents can’t find a common language with their kids and simply don’t pay enough attention to them. |
| **14.**  | They say that all teenagers want to have a lot of money to dress well, to go to theatres, to visit foreign countries, to eat what they want and to buy books. But how can they do all these things? They have to get some money and it’s possible to do it. Some teenagers wash cars, others sell newspapers, help elderly people and babysit. |
| **15.**  | School ages are also very difficult. Children are always stressed because of their marks at school. It seems to teenagers that they do a lot of homework, but mothers and fathers are never satisfied. They want their children to have the highest marks at school. Teenagers do their best, but adults are never happy. They always want more. |
| **16.**  | There are many organizations which unite young people. Teenagers get together because of common interests and beliefs. Members of every organisations have their own attitudes to the world. There are some informal clubs, for example: emos, hippies, punks, and so on. However, some teenagers choose to join more serious groups like Greenpeace.  |

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Запишите в таблицу выбранные цифры под соответствующими буквами.

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| Прочитайте текст. Определите, какие из приведённых утверждений **17**–**24** соответствуют содержанию текста **(1**–**True)**, какие не соответствуют **(2**–**False)** и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа **(3**–**Not stated)**. В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. |

**Lewis Carroll**

Lewis Carroll was the pen-name of Charles Dodgson, an English writer and the author of two of the best loved children's books in English Literature – 'Alice's Adventures in Wonderland' and become part of the English culture, so if someone calls you 'Mad as a Hatter', you know whom to thank.

Charles Dodgson was talented in many ways. Apart from being a creative writer, he was also a Mathematics Don (professor) at Oxford and a well-known logician. He was interested in photography and music. He sang very well, played chess and enjoyed creating and solving puzzles.

Charles Dodgson was born on 27 January 1832 and spent the first eleven years of his life at Warrington, Cheshire where his father was the priest. His family was large; his parents had 11 children, 4 boys and 7 girls.

Charles was educated first by home-schooling, then at two boarding schools, and finally at Christ Church College, Oxford. Later in life, he remembered his boarding school experience without any warm feelings. Still, he was an excellent student and studied very well in all his subjects.

In 1854 Charles Dodgson got a 1st class degree in Mathematics and one year later he became a lecturer in Mathematics at Christ Church College. It was then that he started his literary career and took his pen-name, Lewis Carroll. While his creative books and poetry were published under his pen-name, he also wrote books on Mathematics under his own name.

When a new Headmaster arrived at Christ Church College, he brought with him his family. Dodgson became the family’s close friend. The Headmaster’s little daughters, the youngest of which was called Alice, enjoyed his company very much. Charles often entertained the girls by telling them stories about imaginary worlds with fantastic creatures.

The story about the adventures of little Alice became popular all over the world. ‘Alice in Wonderland’ is primarily a children’s story, but adults have enjoyed the novel for over a century together with children.

Many elements of ‘Alice’ were not completely new. Talking animals, for instance, or the story idea in which a child or children are carried away from reality into a fantasy world. However, it was Carroll who established a new motif that would be used again and again in children’s literature: Peter Pan, The Wonderful Wizard of Oz, the Narnia books, and the Harry Potter books. That is the possibility for the main characters to travel back and forth between the real world and wonderland.

Though his characters travelled a lot between one world and another, Charles Dodgson himself didn’t like being away from home. The only occasion on which (as far as it is known) he went abroad was a trip to Russia in 1867.

He died of pneumonia on 14 January 1898 at his sisters' home. He was 2 weeks away from turning 66.

Начало формы

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| 17. Charles Dodgson was a brother of the famous English writer Lewis Carroll. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| --- |
| 18. Charles Dodgson had different hobbies. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| 19. Charles Dodgson was the oldest child in the family. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| 20. Charles Dodgson enjoyed his years in the boarding schools very much. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| --- |
| 21. Charles Dodgson was a good mathematician. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| --- |
| 22. Charles Dodgson invented fantastic stories for his friend’s daughters. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| **23. Charles Dodgson’s children enjoyed reading his books about Alice.** |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

Начало формы

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| 24. Charles Dodgson travelled a lot around the world. |
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|    |  **1)**  | True |
|    |  **2)**  | False |
|    |  **3)**  | Not stated |

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Конец формы

1. **Use of English**

**Задание 25-33**

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| Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами c номерами **25**–**33**, так, чтобы они грамматически соответствовали содержанию текста.  |

Tim liked going to the zoo. One day his mother said:
“We’re going to a different place today, Tim. It’s an animal shelter. I’m sure you (**25**)\_\_\_\_LIKE\_\_\_\_\_\_ it.”
The place was much (**26**)\_\_\_\_SMALL\_\_\_\_\_ than a zoo, but clean and well kept. There were volunteers in special uniforms. One of them showed Tim and his mum round the shelter. Lots of animals (**27**)\_\_\_KEEP\_\_\_\_\_ there. Cats and dogs made up most of the population, but there were also horses, monkeys, (**28**)\_\_\_\_FOX\_\_\_\_\_ and other animals. Each of the animals had its own story written on a sign next to its cage or enclosure. All the stories were sad –  the animals had either been abandoned by (**29**)\_\_\_THEY\_\_\_\_\_\_ owners or saved by the animal police from cruel treatment.
‘If people (**30**)\_\_\_BE\_\_\_\_\_\_ more responsible for their pets, we wouldn’t have so much work here,” the volunteer remarked.
“But unfortunately some people (**31**)\_\_NOT/UNDERSTAND\_\_\_\_ that animals are not toys.”
Tim’s mother thanked the volunteer and (**32**)\_\_\_\_MAKE\_\_\_\_\_\_ a donation. Shelters always needed money to pay for the animals’ food and medical care. On the way home Tim told his mother that he (**33**) \_\_WANT\_\_\_\_ to go to the shelter again, not only to watch but also to help the volunteers.

**Задание 34-39**

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| Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами **34**–**39**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **34-39**. |

People spend hours talking on their mobile phones. There is an opinion that it may be (**34**) \_\_HARM\_\_\_\_\_ to their health, but it is difficult to know for sure. Some research shows that mobile phones may cause brain problems. On the other hand, some doctors say mobiles are not (**35**)\_\_DANGER\_\_\_\_ at all.  No matter what doctors say, it’s just (**36**)\_\_\_POSSIBLE\_\_\_\_ to live without a mobile phone today. It has become a very (**37**)\_\_\_USE\_\_\_\_\_ device and people can’t do without it. It makes our life (**38**)\_\_\_COMFORT\_\_\_\_\_ and saves time. People can get in touch with each other quickly. Mobile phones make (**39**)\_\_\_\_COMMUNICATE\_\_\_\_ easier.

**Keys:**

|  |  |
| --- | --- |
| **№** | **Key** |
| **1A** | **4** |
| **2B** | **5** |
| **3C** | **3** |
| **4D** | **1** |
| **5A** | **2** |
| **6B** | **5** |
| **7C** | **3** |
| **8D** | **6** |
| **9E** | **1** |
| **10** | **7** |
| **11** | **2** |
| **12** | **4** |
| **13** | **1** |
| **14** | **8** |
| **15** | **6** |
| **16** | **3** |
| **17** | **2** |
| **18** | **1** |
| **19** | **3** |
| **20** | **2** |
| **21** | **1** |
| **22** | **1** |
| **23** | **3** |
| **24** | **2** |
| **25** | **will** |
| **26** | **smaller** |
| **27** | **were kept** |
| **28** | **foxes** |
| **29** | **their** |
| **30** | **were** |
| **31** | **don’t understand** |
| **32** | **made** |
| **33** | **wanted** |
| **34** | **harmful** |
| **35** | **dangerous** |
| **36** | **impossible** |
| **37** | **useful** |
| **38** | **comfortable** |
| **39** | **communication** |