

**Материалы для промежуточной аттестации
по английскому языку**

8 класс

Промежуточная аттестация по английскому языку в 8 классе проводится в форме комбинированной контрольной работы. В работе предлагаются задания на аудирование, чтение, лексику и грамматику, электронное письмо. Продолжительность контрольной работы - 45 мин.

Цель проведения промежуточной аттестации: оценить уровень освоения образовательной программы с целью корректировки.

Комбинированная контрольная работа соответствует требованиям ОГЭ (см. Спецификацию, Кодификатор).

Шкала пересчета первичного балла за выполнение устной и письменной части работы в отметку по пятибалльной шкале.

Отметка по пятибалльной шкале	2	3	4	5
Общий балл	0-9	10-18	19-28	29-37

**Спецификация
контрольных измерительных материалов для проведения
промежуточной аттестации в конце 8 класса по английскому языку**

Распределение заданий по разделам контрольной работы

№	Раздел работы	Количество заданий	Тип заданий	Максимальный балл
1	Раздел 1 (задания по аудированию)	1	КО	7
2	Раздел 2 (задания по чтению)	1	КО	7
3	Раздел 3 (задания по грамматике и лексике)	13	КО	13
4	Раздел 4 (задание по письменной речи)	1	РО	10
	Итого	16		37

КО – задания с кратким ответом; РО – задания с развернутым ответом

ПИСЬМЕННАЯ ЧАСТЬ

№	Проверяемые виды деятельности, умения, навыки	Тип задания	Примерное время выполнения задания (мин.)
1-7	Понимание в прослушанном тексте запрашиваемой информации	КО	10
8-14	Понимание в прочитанном тексте запрашиваемой информации	КО	8
15-22	Грамматические навыки употребления нужной морфологической формы данного слова в коммуникативно-значимом контексте	КО	7
23-27	Лексико-грамматические навыки образования и употребления родственного слова нужной части речи с использованием аффиксации в коммуникативно- значимом контексте	КО	5
28	Письмо личного характера в ответ на письмо-стимул	РО	15
	Итого		45

Кодификатор элементов содержания и требований к уровню подготовки обучающихся для проведения промежуточной аттестации по английскому языку в 8 классе

№ задания	Описание элементов содержания, проверяемых в ходе экзамена
1-7	Аудирование. Выборочное понимание необходимой/запрашиваемой информации в несложных звучащих аутентичных текстах
8-14	Чтение. Полное и точное понимание содержания несложных аутентичных адаптированных текстов разных жанров
15-22	<p>Грамматическая сторона речи. Наиболее употребительные личные формы глаголов действительного залога: <i>Present Simple, Future Simple</i> и <i>Past Simple, Present</i> и <i>Past Continuous, Present</i> и <i>Past Perfect</i></p> <p>Личные формы глаголов страдательного залога <i>Present Simple Passive, Future Simple Passive</i> и <i>Past Simple Passive</i></p> <p>Модальные глаголы и их эквиваленты (<i>may, can/be able to, must/have to/should; need, shall, could, might, would</i>)</p> <p>Различные грамматические средства для выражения будущего времени: <i>Simple Future, to be going to, Present Continuous</i></p> <p>Причастия настоящего и прошедшего времени</p> <p>Условные предложения реального (Conditional I: <i>If I see Jim, I'll invite him to our school party.</i>) и нереального характера (Conditional II: <i>If I were you, I would start learning French.</i>)</p> <p>Имена существительные во множественном числе, образованные по правилу, и исключения</p>

	<p>Исчисляемые и неисчисляемые существительные</p> <p>Местоимения: личные (в именительном и объектном падежах, а также в абсолютной форме), притяжательные, указательные, неопределенные, относительные, вопросительные</p> <p>Имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения</p> <p>Наречия в сравнительной и превосходной степенях, а также наречия, выражающие количество (<i>many/much, few/a few, little/a little</i>)</p> <p>Числительные количественные, порядковые</p>
23-27	<p>Лексическая сторона речи</p> <p>Аффиксы глаголов: <i>re-, dis-, mis-; -ize/ise.</i></p> <p>Аффиксы существительных: <i>-er/-or, -ness, -ist, -ship, -ing, -sion/tion, -ance/ence, -ment, -ity/-ty.</i></p> <p>Аффиксы прилагательных: <i>-y, -ic, -ful, -al, -ly, -ian/an, -ent, -ing, -ous, -ible/able, -less, -ive, inter-, un-, in-/im-.</i></p> <p>Суффикс наречий <i>-ly.</i></p> <p>Суффиксы числительных: <i>-teen, -ty, -th</i></p>
28	<p>Написание электронного письма в ответ на письмо-стимул</p>

**Демонстрационный вариант контрольно-измерительных материалов
для проведения промежуточной аттестации в 8 классе
по английскому языку**

Раздел 1 Аудирование

1. Прослушайте интервью. В заданиях 1–7 укажите номер выбранного Вами варианта ответа

1. Which of the following is TRUE about scuba diving?

- 1) You can do it only in the sea.
- 2) It involves use of special breathing equipment.
- 3) It requires three years of training.

2. Which of the following is NOT true about scuba diving?

- 1) You can hear a lot of sea sounds.
- 2) You can look at a lot of different fish.
- 3) One usually wants to repeat the experience.

3. Which part of a diver's equipment is NOT absolutely necessary?

- 1) Mask.
- 2) Scuba fins.

- 3) Wetsuit.
4. A buoyancy control device helps the diver to ...
 - 1) control distance and depth.
 - 2) fight decompression sickness.
 - 3) regulate the air tank level.
5. According to Barbara, why is it better to go to a dive school?
 - 1) You get a certificate.
 - 2) You learn more about safety underwater.
 - 3) Self-teaching is illegal.
6. What is the purpose of the 'buddy' system in diving?
 - 1) Not to feel lonely underwater.
 - 2) Not to be alone in a difficult situation.
 - 3) Not to depend on one's instructor.
7. According to Barbara, what should a diver do?
 - 1) Avoid contact with sea life.
 - 2) Swim near coral reefs.
 - 3) Encourage tourists to dive.

Раздел 2 Чтение

2. Прочитайте рассказ и выполните задания 8-14. В каждом задании обведите букву **A**, **B**, **C** или **D**, соответствующую выбранному вами варианту ответа.

To Become Wealthy

As a kid, I always wanted to become wealthy. I knew if I could achieve this, I would be able to consider myself successful. At the time, I had no worries and felt my happiness would be based on whether I could fulfill all my needs and wants. My simple philosophy of that time was if I was rich, I would definitely be content with my life.

My father always stressed his belief that happiness includes much more than money. I can remember him lecturing me about how money does not make an individual happy; other things in life such as: health, family, friends, and memorable experiences make a person genuinely happy. At this time in my life, I took what my dad said for granted and did not give any thought to his words. All I could see was the great life my cousins had because they had everything a kid ever dreamed of.

At a young age, I noticed society was extremely materialistic. The media seemed to portray the wealthy as happy people who add value to our society. My opinions did not change; in high school I still sought a career that would eventually yield a high salary. I still felt that the possibility of living life from paycheck to paycheck would automatically translate into my unhappiness. However, things changed when I decided to take an internship in the accounting department for the summer after my second year of college.

Starting the first day on the job in the accounting department, I found myself extremely bored. I was forced to do monotonous work, such as audit eight thousand travel and expense reports for a potential duplicate. In addition, I had to relocate away from friends and family in order to accept the position. I was earning the money I always wanted; however, I noticed that having money to spend when you are by yourself was not satisfying.

I began to think back to what my dad always said. After a few months in the job, I truly realized that money does not bring happiness. A more satisfying experience for me would have been doing an ordinary summer job for far less money. For me to understand that concept, it took an experience as painful as this one. I often contemplated how much money it would take me to do this as my everyday job. I concluded, whatever the salary for this position I would never be capable of fulfilling a happy life and making a career out of this job.

As I looked forward to the summer to draw to a close, I truly comprehended the meaning of my dad's words. Contrary to my prior beliefs, I firmly believe through experience that money cannot make a person happy. The term "wealth" is a broad term, and I believe the key to happiness is to become wealthy in great memories, friends, family, and health. This I believe.

8. In his childhood the narrator's idea of happiness was to

- A) get what he wanted.
- B) live an interesting life.
- C) be an influential person.
- D) make other people happy.

9. The narrator heard what his father used to say, but did not

- A) believe him.
- B) agree with him.C) understand him.
- D) think over his words.

10. From his early childhood till he finished school the narrator was convinced that

- A) society was extremely unfair.
- B) media added value to society.
- C) money was the only thing that ensured happiness.
- D) the wealthy could not spend money properly.

11. After the second year in the college the narrator decided to

- A) start to work.
- B) quit his studies.
- C) change the college.
- D) take a summer course.

12. The narrator's internship proved that

- A) it was not a money-making job.

- B) he had chosen the wrong job.
 C) he could not cope with professional tasks.
 D) he had to get rid of his family and friends to keep the position.

13. It became obvious to the narrator that he

- A) needed to think of another career.
 B) would like to work only in summer.
 C) would like to have a higher position.
 D) preferred ordinary non-professional work.

14. The summer for the narrator was

- A) monotonous and lonely.
 B) dragged out and boring.
 C) dynamic and satisfying.
 D) difficult but inspirational.

Раздел 3 Лексика. Грамматика

3. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **15–22**, так, чтобы они грамматически соответствовали содержанию текста.

15. When my brother and I were small, our parents spent a lot of time with us. They believed that _____ should learn something new every day and every hour.	CHILD
16. A weekend in our family meant that our parents _____ us up even earlier than on weekdays.	WAKE
17. We had breakfast and set off to see some place of interest, or museum, or exhibition. Usually they _____ us where we wanted to go.	NOT/ASK
18. It was _____ decision.	THEY
19. One day they told us that we were going to visit a historical museum which was a good distance away from the city. The day _____ cold and gloomy.	BE
20. "Are you ready to go?" Dad asked. "Mum _____ the sandwiches for us already. In case we get hungry and there's no cafe nearby."	PACK
21. "And what will we do if it _____?" my brother asked quietly.	RAIN
22. "Getting wet is not a problem," Dad replied. "I'm sure you understand that visiting a museum is much _____ for you than watching TV at home."	GOOD

Актив:
 чтобы а
 раздел "

4. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **23–27**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

23. Last year I decided to take an English course in Britain. When I called the language school, the _____ explained to me everything about the school and the courses.	MANAGE
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24. They had an _____ range of courses - for all levels and ages. As for the accommodation, there were two options: staying in a student hostel or living with a host family.	IMPRESS
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25. Naturally enough, I wanted to choose the _____ community of the hostel.	NATIONAL
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26. However, because of my parents' strong _____ with my choice, I had to stay with the host family.	AGREEMENT
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27. And I didn't regret it! My host family was _____.	WONDER
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Раздел 4 Письмо

28. You have received an email from your English-speaking pen friend, Ann.

... I am doing a project about the life of modern teenagers in different countries. Will you help me and answer some questions ...

... What time do you usually come back from school? What do you like to do in your free time? How many foreign languages would you like to speak, and why? ...

Write her a letter and answer her **3** questions.
Write **90–100** words.