Муниципальное бюджетное общеобразовательное учреждение

«Болгарская средняя общеобразовательная школа № 2»

Спасского муниципального района Республики Татарстан

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| --- | --- | --- |
| Рассмотрено на заседании МО языкового цикла  Руководитель МО  \_\_\_\_\_\_\_\_Г. А. Ахметова  Протокол №\_\_\_  от « » 2020 г. | Согласовано  на МС школы  Руководитель МС  \_\_\_\_\_\_\_\_ Е.А.Черкасова  Протокол №  от « » 2020г. | Утверждаю  Директор МБОУ «БСОШ № 2»  \_\_\_\_\_\_\_\_\_Л.В. Борюшкина  Приказ № \_\_\_\_  от « » 2020 г. |

**Диагностическая проверочная работа**

**по английскому языку**

**в форме контрольной работы**

**за 1 полугодие 2020 – 2021 учебного года**

**11 класс**

**Кодификатор**

**элементов содержания и требований к уровню подготовки обучающихся 11 классов**

**по английскому языку**

|  |  |  |
| --- | --- | --- |
| **Код блока** | **Код контроли- руемого элемента** | **Описание элементов содержания, проверяемых в ходе промежуточной аттестации** |
| **2** |  | Чтение |
|  | 2.3 | Выборочное понимание необходимой/интересующей информации из текста статьи, проспекта |
| **3** |  | Аудирование (длительность звучания одного текста – до 3–4 минут) |
|  | 3.1 | Понимание на слух основного содержания несложных  звучащих текстов монологического и диалогического  характера в рамках изучаемых тем (прогноз погоды,  объявления, программы теле- и радиопередач, интервью,  репортажи, фрагменты радиопередач) |
| 5 |  | Языковой материал |
|  | 5.2.6 | Наиболее употребительные личные формы глаголов  действительного залога: Present Simple, Future Simple и Past  Simple, Present и Past Continuous, Present и Past Perfect.  Личные формы глаголов действительного залога: Present  Perfect Continuous и Past Perfect Continuous.  Личные формы глаголов страдательного залога: Present  Simple Passive, Future Simple Passive, Past Simple Passive,  Present Perfect Passive. Личные формы глаголов в Present Simple (Indefinite) для  выражения действий в будущем после союзов if, when |
|  | 5.2.7 | Личные формы глаголов страдательного залога в Past Perfect  Passive и Future Perfect Passive; Present/Past Progressive  (Continuous) Passive; неличные формы глаголов (Infinitive,  Participle I, Gerund) (пассивно) |
| 5.3 | 5.3.1 | Лексическая сторона речи  Аффиксы как элементы словообразования.  Аффиксы глаголов: re-, dis-, mis-; -ize/ise.  Аффиксы существительных: -er/or, -ness, -ist, -ship, -ing,  sion/tion, -ance/ence, -ment, -ity.  Аффиксы прилагательных: -y, -ic, -ful, -al, -ly, -ian/an, -ing,  -ous, -ible/able, -less, -ive, inter-.  Суффикс наречий -ly.  Отрицательные префиксы: un-, in-/im- |
|  | 5.3.3 | Лексическая сочетаемость |

**Спецификация**

**контрольных измерительных материалов по английскому языку в 11 классе**

***1. Назначение КИМ***

Работа предназначена для проведения процедуры оценки качества образования по предмету «Иностранный язык» в рамках мониторинга образовательных достижений обучающихся 11 классов. Проводится в соответствии с Федеральным законом от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации». Основная цель работы – выявить уровень достижения школьниками планируемых результатов, разработанных на основе федерального государственного образовательного стандарта основного общего образования по предмету «Иностранный язык».

***2.*** Характеристика структуры, содержания, уровня сложности КИМ, проверяемых умений и способов деятельности

Форма проведения работы – контрольная работа.

В работе проверяется иноязычная коммуникативная компетенция обучающихся 11 классов. КИМ нацелены на проверку речевых умений обучающихся в трех видах речевой деятельности (аудировании, чтении), а также некоторых языковых навыков. В частности, в работе проверяются

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Проверяемые умения и навыки | Кол-во заданий | Тип заданий | Максимальный балл | Уровень сложности заданий |
| Раздел 1. Аудирование | | | | |
| Полное и точное понимание информации в тексте | 1 | КО | 6 | Базовый |
| Раздел 2. Языковой лексический и грамматический материал | | | | |
| Лексические и грамматические навыки | 3 | КО | 21 | Базовый |
| Раздел 3. Чтение | | | | |
| Полное и точное понимание информации в тексте | 1 | КО | 7 | Базовый |

*КО – задания на выбор и запись правильного ответа из предложенного перечня ответов*

## 4. Продолжительность итоговой работы

Время выполнения работы – 45 минут.

Рекомендуемое время выполнения заданий отдельных разделов:

раздел 1 (задания по аудированию) – 10 минут;

раздел 2 (задания по грамматике и лексике) – 25 минут.

раздел 3 (раздел по чтению) - 10

## 5. Дополнительные материалы и оборудование

Аудитория должна быть оснащена техническим средством, обеспечивающим качественное воспроизведение аудиозаписей в формате МР3 для выполнения заданий раздела 1 «Задания по аудированию».

## 6. Система оценивания

Аттестуемый получает 1 балл за каждый правильный ответ. За неверный ответ или отсутствие ответа выставляется 0 баллов. Итоговая оценка выставляется по результатам выполнения работы:

|  |  |  |
| --- | --- | --- |
| Отметка | Количество баллов | Процент выполнения |
| 5 | 31-34 | 90 – 100% |
| 4 | 24-30 | 70 – 89% |
| 3 | 17-23 | 50 – 69% |
| 2 | 0-16 | 0 – 49% |

1 вариант

**1. Listen to the dialogue. Match these statements to the speakers. There is one extra statement.**

|  |  |
| --- | --- |
| **1.** | There are pluses and minuses about any school. |
| **2.** | I was able to learn a lot while studying at school. |
| **3.** | I wish I had more to remember about school. |
| **4.** | You can be the school’s pride without high grades. |
| **5.** | School has much to offer besides lessons. |
| **6.** | School can’t offer anything to remember it by. |
| **7.** | Now I regret not doing well enough at school. |

**2. Match these job characteristics with their definitions.**

1) Satisfying a) awarding enough money

2) Rewarding b) meeting all requirements and conditions

3) Challenging c) giving satisfaction and profit

4) Well-paid d) stimulating, interesting and thought-provoking

3. **Put the verbs in brackets into the correct form**

- You're late. I ...... (WAIT) for half an hour.

- Sorry! But I ...... (LOSE) my keys. I can't find them anywhere.

- Do you remember that we … (GO) to the cinema tonight?

- Sure! I know the film …(DIRECT) by James Cameron in 2009. I think it will be good enough.

And when …we … (BE) at home?

- I know, yesterday it … (FINISH) by 10 pm.

- Oh, do you remember we …(PLAY) chess at that time yesterday. By the way, my brother …(ARRIVE) by 10 pm today! He …(WRITE) about it the day before. How can I forget about it!

- And, what … you …(WANT) to say?

- That you …(WATCH) the film alone, while I am meeting my brother.

- I knew it. Our plans … (CHANGE) by you every time.

**4. Match the headings 1-8 to the texts A- G. There is one extra heading.**

1. Education: the Way to the Top

2. From Agony to Love

3. Teaching to Learn

4. Learning That Never Stops

5. Things Worth Learning

6. The Right Word Can Bring Changes

7. What My Father Taught Me

8. The Power of Numbers

A. Education has the power to transform a person’s life. I am the living example of this. When I was on the streets, I thought I was not good at anything but I wrote a poem, and it got published. I went back to school to learn. I have learned the benefit of research and reading, of debate and listening. One day soon a group of fresh-faced college students will call me professor.

B. Language has the capacity to change the world and the way we live in it. People are often afraid to call things by their direct names, use taboos not to notice dangerous tendencies. Freedom begins with naming things. This has to happen in spite of political climates, careers being won or lost, and the fear of being criticized. After Helen Caldicott used the word ‘nuclear arms race’ an anti-nuclear movement appeared.

C. I never wanted to be a teacher. Yet years later, I find myself teaching high school English. I consider my job to be one of the most important aspects of my life, still I do not teach for the love of teaching. I am a teacher because I love to learn, and I have come to realize that the best way to learn is to teach.

D. One day my sister and I got one and the same homework. My sister finished the task in 2 minutes and went off to play. But I could not do it, so I went into my sister’s room and quickly copied her work. But there was one small problem: my father caught me. He didn’t punish me, but explained that cheating makes people feel helpless. And then I was left feeling guilty for cheating.

E. Lifelong learning does not mean spending all my time reading. It is equally important to get the habit of asking such questions as ‘what don’t I know about this topic, or subject?’, ‘what can I learn from this moment or person?’, and ‘what more do I need to learn?’ regardless of where I am, who I am talking to, or what I am doing.

F. Math has always been something that I am good at. Mathematics attracts me because of its stability. It has logic; it is dependable and never changes. There might be some additions to the area of mathematics, but once mathematics is created, it is set in stone. We would not be able to check emails or play videogames without the computer solving complex algorithms.

G. When my high school English teacher asked us to read Shakespeare, I thought it was boring and too difficult. I agonized over the syntax — I had never read anything like this. But now I am a Shakespeare professor, arid enjoy teaching Hamlet every semester. Each time I re-read the play, I find and learn something new for myself.

5. **Fill in the gaps in the sentences with the proper word forms**

The so-called anti-globalisation … (MOVE) appeared at the end of the 20th century. Their aim was to oppose the spread of huge corporations throughout the world and to prevent negative effects of such spread.  
Participants of anti-globalisation movement are convinced that globalisation has a lot of … (DAMAGE) effects in different spheres. First of all, they try to protect people and ecosystem from what they see as … (ENVIRONMENT) damaging activity of multinational corporations. For example, the booming Chinese economy may result in severe … (POLLUTE) and deforestation. Currently, China is one of the world’s biggest producers of CO2.  
The other thing that anti-globalists are worried about is human rights that cannot be taken into … (CONSIDERATE) when huge multinational companies are competing for profits at any costs. Support of human rights is one of the cornerstones of their philosophy: labour rights, freedom of migration, preservation of local cultures and cultural …(DIVERSE).

1. Вариант

**1. Listen to the dialogue. Match these statements to the speakers. There is one extra statement.**

|  |  |
| --- | --- |
| **1.** | There are pluses and minuses about any school. |
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| **6.** | School can’t offer anything to remember it by. |
| **7.** | Now I regret not doing well enough at school. |

**2. Match these job characteristics with their definitions.**

1. Stressful a) difficult and complex
2. Enjoyable b) dull and tiresome
3. Boring c) giving pleasure and joy
4. Complicated d) extremely irritating and often overwhelming

3. **Put the verbs in brackets into the correct form**

**-** You're late. I ...... (WAIT) for half an hour.

- Sorry! But I ...... (LOSE) my keys. I can't find them anywhere.

- Do you remember that we … (GO) to the cinema tonight?

- Sure! I know the film …(DIRECT) by James Cameron in 2009. I think it will be good enough.

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- I know, yesterday it … (FINISH) by 10 pm.

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- And, what … you …(WANT) to say?

- That you …(WATCH) the film alone, while I am meeting my brother.

- I knew it. Our plans … (CHANGE) by you every time.

**4. Match the headings 1-8 to the texts A- G. There is one extra heading.**

1. Global language

2. How it all began

3. Great borrower

4. The language of computers

5. English in other languages

6. French influence

7. Crazy English

8. Do you speak cockney?

A. It’s strange that the differences in Britain itself are greater than those between Britain and other English-speaking countries. For a Londoner, it’s easier to understand an American than a Cockney. Cockney has a pronunciation, accent and vocabulary unlike any other dialect. Cockney speech is famous for its rhyming slang. A word is replaced by a phrase or a person’s name which rhymes with it.

B. Other languages absorb English words too, often giving them new forms and meanings. So many Japanese, French, Spanish and Germans mix English words with their mother tongues that the resulting hybrids are called Japlish, Franglais, Spanglish and Denglish, In Japanese, for example, there is a verb Makudonaru, to eat at McDonald’s.

C. Have you ever wondered why the English language has different words for animals and meat? When William the Conqueror invaded England in 1066, French became the official language of the court. The English would look after the animals and cook the meat, still calling the animals pig, sheep and cow. The Normans, when they saw the cooked meat arrive at their table, would use French words – pork, mutton and beef.

D. English is mixing with other languages around the world. It’s probably the biggest borrower. Words newly coined or in vogue in one language are very often added to English as well. There are words from 120 languages in its vocabulary, including Arabic, French, German, Greek, Italian, Russian, Spanish and Turkish. 70 per cent of the English vocabulary are loan words and only 30 per cent of the words are native.

E. Have you ever wondered how many people speak English? It’s around 400 million people. Geographically, English is the most wide-spread language on earth, and it’s second only to Chinese in the number of people who speak it. It’s spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa. English is also a second language of another 300 million people living in more than 60 countries.

F. In Shakespeare’s time only a few million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as a result of various historical events, English spread throughout the world. There were only 30,000 words in Old English. Modern English has the largest vocabulary in the world – more than 600,000 words.

G. In the English language blackboards can be green or white, and blackberries are green and then red before they are ripe. There is no egg in eggplant, neither mush nor room in mushroom, neither pine nor apple in pineapple, no ham in hamburger. Why is it that a king rules a kingdom but a queen doesn’t rule a queendom? If the plural of tooth is teeth, shouldn’t the plural of booth be beeth? And in what other language can your nose run?

5. **Fill in the gaps in the sentences with the proper word forms**

Anti-globalists claim that all countries suffer from …(GLOBALISE). In fact, one of the results of globalisation in …(DEVELOP) countries is the growing number of sweatshops, where people have to work long hours for low pay, often in …(DANGER) conditions. At the same time in many developed countries the unemployment rate is increasing because huge corporations take advantage of cheap labour in Asia, Africa and South America. The other factor that influences the unemployment rate is “free trade”. Huge amount of goods from Asia, such as textiles and all sorts of gadgets, flooded European and American markets in recent decades and as a result, thousands of jobs disappeared in these countries. What is more, sometimes the quality of these exports is …(DOUBT).

Anti-globalists are also worried about the effect of globalisation on culture. They are negative towards stronger and bigger countries exporting their culture. In real life it often results in small local cultures being faded away. …(ACTIVE) are convinced that corporations impose a kind of global “monoculture”.

The other problem that anti-globalists try to draw public attention to is the unequal …(DISTRIBUTE) of wealth that is concentrated in the hands of a few dozens of people and leads to the growing gap between rich and poor countries.