**Аттестационные материалы для проведения промежуточной аттестации по предмету «Английский язык»**

**6 класс (углублённый уровень)**

1. **Назначение работы**

Аттестационная работа предназначена для проведения процедуры промежуточной

аттестации для определения уровня сформированности коммуникативной компетенции у обучающихся по предмету «Иностранный язык (английский)» за

курс 6 класса.

2. **Содержание контрольной работы**

Данная работа соответствует требованиям Федерального государственного образовательного стандарта основного общего образования, определяется содержанием рабочей программы по английскому языку для 6 класса (УМК «Звёздный английский»).

**3. Структура работы.**

Аттестационная работа состоит из письменной части: задания 1,2 -на определение

лексико - грамматических навыков учащихся, задание 3- на контроль понимания прочитанного

 В работу по английскому языку включены:

 27 заданий с выбором ответа из нескольких предложенных ( «Лексико-

грамматический тест», «Чтение»);

 6 заданий на трансформацию и определение уровня знаний и умений по теме: «Пассивный залог».

**4.Время выполнения работы**

Время выполнения аттестационной работы -45 минут.

**5.Критерииоценивания.**

За верное выполнение каждого задания с выбором ответа ученик получает 1

балла. За неверный ответ или отсутствие ответа выставляется 0 баллов.

**Total: 33**

**«5»- 33-30**

**«4»-29-25**

**«3»--24-17**

**«2»- 16 и меньше**

**Кодификатор элементов содержания и предметных результатов.**

Кодификатор аттестационной работы представляет собой двухпозиционный

документ, где в разделе 1 приводятся проверяемые элементы содержания, а в разделе 2

дается перечень планируемых предметных результатов учащихся 6 классов, достижение

которых проверяется на аттестационной работе по английскому языку.

**Раздел 1. Элементы содержания, проверяемые на аттестационной работе по английскому языку.**

|  |  |  |
| --- | --- | --- |
| **Задание** | **Контролируемый элемент** | **Описание элементов содержания** |
| 1. | Языковой материал. |  |
| 1.1 | Грамматика. | Видо-временные формы правильных и неправильных глаголов, модальные глаголы и их эквиваленты ( can/could, must/haveto, may/might, should ), артикли с географическими названиями, употребление much/many, few/littleс исчисляемыми/неисчисляемыми существительными, степени сравнения прилагательных, неопределенные местоимения some/anyи их производные. |
|  |  |  |
| 1 |  | Согласование времен в рамках сложного предложения в плане настоящего и прошлого. |
| 1.2. |  | Пассивный залог, трансформация предложений из активного залога в пассивный. |
| 1.3 | Речевые умения | Формирование умения распознавать и употреблять в речи реплики-клише речевого этикета, характерные для культуры англоязычных стран. Это умение включает три компонента:а)реакцию опорной репликой на ситуацию;б) понимание реактивной реплики, опираясь на ситуацию;в) реакцию на опорную реплику, опираясь на ситуацию и используя функциональные и структурные связи. |
| 2. | Чтение. | Чтение и понимание текстов с различной глубиной иточностью проникновения в их содержание: с полным пониманием (изучающее чтение). |

**Раздел 2. Перечень планируемых предметных результатов учащихся 6 классов, достижение которых проверяется на аттестационной работе по английскому языку.**

|  |  |
| --- | --- |
| **Код****Требований** | **Перечень предметный умений** |
| 1. | **Уметь** |
| 1.2. | **Чтение.** |
| 1.2.11.2.21.2.31.2.41.2.51.2.61.2.7 |  Читать аутентичные тексты разных жанров с пониманием основногосодержания Читать текст с выборочным пониманием нужной/интересующейинформации (просмотровое/поисковое чтение) Читать несложные аутентичные адаптированные тексты разных жанров сполным и точным пониманием содержания Определять тему (в том числе по заголовку), выделять основную мысль Выделять главные факты, опуская второстепенные Устанавливать логическую последовательность основных фактов текста Использовать различные приемы смысловой переработки текста: языковуюдогадку, анализ |
| **1.3** | **Компенсаторные умения.** |
| **1.3.1** | Пользоваться языковой и контекстуальной догадкой, прогнозироватьсодержание при чтении. |
| **2.** | **ВЛАДЕТЬ ЯЗЫКОВЫМИ НАВЫКАМИ** |
| **2.1** | **Орфография** |
| **2.1.1** | Владеть орфографическими навыками на основе изучаемого лексико-грамматического материала |
| **3.** | **ЗНАТЬ/ПОНИМАТЬ** |
| **3.1** | **Языковой лексический материал** |
| **3.1.2** | Основные значения лексических единиц (слов, словосочетаний),обслуживающих ситуации в рамках тематики основной школы (Досуг и увлечения (спорт, музыка, чтение, посещение театра, кинотеатра, дискотеки, кафе, молодежная мода, путешествие по странам изучаемого языка и по России, глобальные проблемы современности Природа и проблемы экологии. Здоровый образ жизни.)Значения реплик-клише речевого этикета, характерных для культуры странизучаемого языка. |
| **3.2.** | **Языковой грамматический материал** |
| **3.2.1.** | Особенности структуры простых и сложных предложений английскогоязыка.Признаки и значение изученных грамматических явлений (см. раздел 1) |
| **3.3.** | **Социокультурная информация** |
| **3.3.1** | Особенности образа жизни, быта, культуры стран изучаемого языка(всемирно известные достопримечательности, выдающиеся люди и ихвклад в мировую культуру) |
| **3.3.2** | Сходство и различия в традициях своей страны и странизучаемого языка |
| **3.3.3** | Роль владения иностранными языками в современном мире |

**Приложение.**

**Ключи:**

**Variant 1.**

1**.**  1. c; 2. c; 3. a; 4. a; 5. b; 6. a; 7. b 8. a; 9. a; 10. b.11b 12c 13b 14c 15a 16a 17b 18b 19c 20b

2.

The text will be translated next year.

Some new metro lines are being constructed.

Russian is not spoken in English classes.

The suitcase has been packed by Frank.

Everything was covered with snow.

The Christmas party will be organized by our children.

Reading

1-T 2-NS ,3-F,4-F,5-T,6-NS,7-NS

**Variant 2.**

1**.**  1. c; 2. c; 3. a; 4. a; 5. b; 6. a; 7. b 8. a; 9. a; 10. b.11b 12c 13b 14c 15a 16a 17b 18b 19c 20b

**2.**

1. The children will be driven to the museum by Mum and Dad.

2. A new theatre is being built this year.

3. Russian is not spoken in English classes.

4. A lot of money has been raised for charity by volunteers.

5. Everything was covered with snow.

6. A puppy has been left in the street.

1-T 2-F 3-T 4-DS 5-T 6-DS 7-F

 **Variant 1.**

**1. Choose the right variant.**

1. If they\_\_\_\_\_\_hurry, they’ll miss the plane.

**a)** won’t **b)** wouldn’t **c)** don’t

2. Do you know where\_\_\_\_\_\_Volga River is?

**a)** a **b)** - **c)** the

3. - Have a good time!

**a)** Thanks! **b)** It’ easy! **c)** Of course!

4. I always go to school\_\_\_\_\_\_foot.

**a)** on **b)** at **c)** by

5. Make sure they\_\_\_\_\_\_the regulations.

**a)** follow **b)** will follow C) care

6. Where is your friend? He \_\_\_\_\_\_to France for a couple of weeks.

**a)** has gone **b)** has been **c)** is gone

7. Would you like to go fishing?

**a)** That’s right.

**b)** With great pleasure.

**c)** No, it isn’t.

8. There is a\_\_\_\_\_\_because it hasn’t rained for months.

**a)** drought **b)** flood **c)** hurricane

9. I haven’t seen him\_\_\_\_\_\_.

**a)** for a long time

**b)** since a long time

**c)** for last Monday

10. They had had dinner\_\_\_\_\_\_I arrived.

**a)** by

**b)** by the time

c) by time

11. How\_\_\_\_\_\_apples are there on the kitchen table?

**a)** much

**b)** many

**c)** lot of

12. There wasn’t\_\_\_\_\_\_on the street.

**a)** nobody

**b)** somebody

**c)** anybody

13. Could you speak a little louder, please? I\_\_\_\_\_\_hear

you well.

**a)** shouldn’t

**b)** can’t

**c)** mustn’t

14.1 look forward\_\_\_\_\_you.

**a)** to see **b)** seeing **c)** to seeing

15. If I were you, I\_\_\_\_\_\_do that!

**a)** wouldn’t **b)** won’t **c)** don’t

16. Do you speak\_\_\_\_\_\_French language?

**a)**the **b)**a **c)** -

17. Everybody must speak a foreign language\_\_\_\_\_\_.

**a)** good **b)** well **c)** fluent

18. Her house is\_\_\_\_\_\_theirs.

**a)** smaller then **b)** smaller than **c)** smaller as

|  |  |
| --- | --- |
| 19.This is thewoman | daughter is a singer. |
| **a)** who | **b)** which | **c)** whose |

|  |  |
| --- | --- |
| 20. Jane is interested --  | helping endangered animals. |
| **a)** on | **b)** in | **c)** for |

2. **Change the sentence and use the verb in the *Passive Voice.***

1. They will translate this text next year.

2. They are constructing some new metro lines.

3. We don’t speak Russian in English classes.

4. Frank has packed the suitcase.

5. Snow covered everything.

6. Our children will organize the Christmas party next Friday.

**3. Read the text and mark if the statements are True (7), False (F) or Not Stated *(NS).***

***Thomas Alva Edison***

Thomas Alva Edison was born on February 11, 1847, the USA. He was the seventh and last child of Samuel and Nancy Edison. When he was young, he went to school only for a few months. His teachers disliked him because the boy always asked a lot of questions. So he was taught reading, writing, and arithmetic by his mother. But Thomas was always a very curious child and taught himself much by reading scientific and technical books.

Thomas Edison began working at an early age. At 12 he sold fruit, snacks and newspapers on a train. Later he became a telegraph operator. But he was fired from his job because he became bored and started playing jokes on his boss. So Edison decided to change his profession and he became one of the most talented inventors the world knows.

Edison’s first invention was not successful, but he didn’t give up. He moved to New York and made many telegraphic improvements. This brought him money. During this time he married Mary Stilwell and they had three children.

They soon left New York and went to New Jersey where Edison built his most famous laboratory “Menlo Park”. He hired eighty workers who were chemists and mathematicians, to help him with inventions at his “invention factory”.

The first great invention was the phonograph. It was the first machine that could record someone’s voice. Edison recited the poem “Mary Had a Little Lamb”, and the phonograph played the words to him. The phonograph was a sensation and brought Edison international fame.

Edison’s next invention changed the world and technology forever. It was the light bulb *(лампочка*).Soon many electricity at home. It was just a miracle! Everyone thought that Thomas was a wizard and called him “Wizard of Menlo Park”.

Afterwards Edison also worked on X-rays, batteries, and the first talking doll. Another of his greatest ideas was “movies” and the first camera. Edison first demonstrated movies in 1891. The whole world again called him a genius. But he knew that having a good idea was not enough. Edison liked to say that without hard work you could not create anything.

1. Thomas Edison was born to a big family.\_\_\_\_\_\_

2. Thomas’s teachers could not answer

all his questions. \_\_\_\_\_\_

3. Thomas Edison was educated by his father.\_\_\_\_\_\_

4. Thomas Edison’s first job was a telegrapher. \_\_\_\_\_\_

5. Thomas Edison worked

with helpers in his lab. \_\_\_\_\_\_

6. The children played with the phonograph.\_\_\_\_\_\_

7. Thomas Edison invented lots of things. \_\_\_\_\_\_

**Variant 2.**

**1. Choose the right variant.**

1. If they\_\_\_\_\_\_hurry, they’ll miss the plane.

**a)** won’t **b)** wouldn’t **c)** don’t

2. Do you know where\_\_\_\_\_\_Volga River is?

**a)** a **b)** - **c)** the

3. - Have a good time!

**a)** Thanks! **b)** It’ easy! **c)** Of course!

4. I always go to school\_\_\_\_\_\_foot.

**a)** on **b)** at **c)** by

5. Make sure they\_\_\_\_\_\_the regulations.

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6. Where is your friend? He \_\_\_\_\_\_to France for a couple of weeks.

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**a)** for a long time

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10. They had had dinner\_\_\_\_\_\_I arrived.

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**a)** much

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12. There wasn’t\_\_\_\_\_\_on the street.

**a)** nobody

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**c)** anybody

13. Could you speak a little louder, please? I\_\_\_\_\_\_hear

you well.

**a)** shouldn’t

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14.1 look forward\_\_\_\_\_you.

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15. If I were you, I\_\_\_\_\_\_do that!

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16. Do you speak\_\_\_\_\_\_French language?

**a)**the **b)**a **c)** -

17. Everybody must speak a foreign language\_\_\_\_\_\_.

**a)** good **b)** well **c)** fluent

18. Her house is\_\_\_\_\_\_theirs.

**a)** smaller then **b)** smaller than **c)** smaller as

|  |  |
| --- | --- |
| 19.This is thewoman | daughter is a singer. |
| **a)** who | **b)** which | **c)** whose |

|  |  |
| --- | --- |
| 20. Jane is interested --  | helping endangered animals. |
| **a)** on | **b)** in | **c)** for |

2. **Change the sentence and use the verb in the *Passive Voice.***

1. Mum and Dad will drive the children to the museum.

2. They are building a new theatre.

3. We don’t speak Russian in English classes.

4. They have raised a lot of money for charity.

5. Snow covered everything.

6. Someone has left a puppy in the street.

**3. Read the text and mark if the statements are True (7), False (F) or Not Stated *(NS).***

**Tutankhamun.**

The kings of Ancient Egypt were called Pharaohs. One of them was Tutankhamun , who lived more than three thousand years ago.

He became Pharaoh when he was about 9 years old, and his rule was not very important. Tutankhamun also died young. Historians believe that he died at the age of 18, but they are not sure how. Probably he had a head injury from an accident. Others say he died from an infection after breaking his leg. Like all Egyptian Pharaohs Tutankhamun was buried in a tomb on the west bank of the Nile.

All of the Pharaohs were buried in tombs like Tutankhamun’s. However, most of these tombs were robbed by thieves and all the treasures were stolen. But Tutankhamun’s tomb was untouched. Only in 1922 it was discovered by the British archaeologist Horward Carter.

When the tomb was opened, Carter couldn’t believe his eyes. “Can you see anything?” a friend asked him. ‘Yes,” said Carter. “Wonderful things!” There were more than 5,000 objects, which included a wonderful golden mask of Tutankhamun.

The ancient Egyptians believed in a life after death, so they put a lot of personal things into the tomb. They believed that a person would use them in that life. And in Tutankhamun’s tomb there were clothes, beds, glasses, plates. Carter also found models of ships, toys and games. There were also other objects like chariots, swords, armoury, statues of Tutankhamun and many Egyptian gods, and of course, a lot of jewels. Many of these things are now displayed in the Museum of Cairo in Egypt.

1. Tutankhamun was an Egyptian king. \_\_\_\_\_\_

2. Tutankhamun died in a road accident. \_\_\_\_\_\_

3. Tutankhamun’s tomb was not robbed. \_\_\_\_\_\_

4. Carter discovered lots of Egyptian tombs. \_\_\_\_\_\_

5. The tomb had a lot of everyday things inside. \_\_\_\_\_\_

6. The tomb’s walls showed Tutakhamun’s life. \_\_\_\_\_\_

7. Today the treasures can be seen in Britain. \_\_\_\_\_\_

**Demo.**

**1. Choose the right variant.**

1 The meat dish is … spicy. I don’t like it much.

**A** too **B** so **C** enough

2 Do you spend much money on … out?

**A** go **B** going **C** to go

3 Let’s stop … lunch in this restaurant.

**A** have **B** having **C** to have

**4** Unfortunately, I forgot … the window and now it is raining!

**A** close **B** closing **C** to close

5 Why not … on a school trip with the class?

**A** go **B** going **C** to go

6 Can you see … man in blue at the entrance of the hotel?

**A** a **B** the **C** –

7 … is that woman over there?

**A** what **B** who **C** which

8 London is a nice city … you can see a lot of sights.

**A** what **B** who **C** where

9 If I …, I would like to have a holiday now.

**A** could **B** can **C** would

10 If I were you, I … recommend to accept his invitation.

**A** would **B** will **C** did

11 When Glib came home everyone … to sleep.

**A** had gone **B** went **C** has gone

12 I wish I … go to the south this summer.

**A** could **B** can **C** –

13 If only we … before!

**A** had met **B** met **C** meet

14 We haven’t seen each other … ten weeks.

**A** already **B** for **C**still

15 We hasn’t had a holiday … last Sunday.

**A** since **B** for **C** just

17 My sister … to the country for the whole summer last year.

**A** goes **B**went **C** has gone

18 The archaeological site …visited by millions of tourists every year

**A** was **B** is **C** will be

19 Ted … that the play started a t8 o`clock

**A** told **B** said **C**asked

20 The tomb … by a group of farmers.

**A** is found **B** can be found **C** was found

21 Andy … where the opera house was

**A** told **B** said **C** asked

22 The building ….next month.

**A** will be renovated **B** was renovated **C**is renovated

23 An ancient tomb…near Mexico City

**A** has been discovered **B** discovered **C** had discovered

**2.** **Change the sentence and use the verb in the *Passive Voice.***

1. They are now building new hospitals in the provinces.
2. Will they publish her new novel next year?
3. They will have completed the new petrol station by winter.
4. The police have just arrested Jimmy on suspicion of murder.
5. They cut the gas off because Mr. and Mrs. Green hadn’t paid their bill.

**3. Read the text and mark if the statements are True (7), False (F).**

**Music in the Streets**

As you go home after a hard day’s work, and you get off the metro train, you sometimes have to walk a long way to the exit or to change trains. Suddenly in the noise, some music is heard. Those are street musicians. You take out a coin from your pocket and throw it into their hat or instrument case. These musicians bring color and life to the city streets. Street musicians are aged between 17 and 30 years. Some of them are men, some women. They play classical music, pop or folk music, old and new songs. Many musicians are former university students or professional musicians.

Andrew Hain, for example, was once a music student, but he gave up music and became a painter. Now he plays in the underground because he doesn’t want to forget how to play. His girlfriend is a painter, too. She helps him to collect the money. Another street musician, David MacNell, tells new players:

“Learn new songs all the time, or else you’ll have fewer and fewer listeners. Wear bright clothes to attract attention. Make sure that the places where you choose to play are warm. The best places are bridges and certainly the underground.”

On Sundays, Hyde Park is the best place, as the speakers here address the people. The street musicians are doing their business with the many tourists who visit the park. The weather is one of the worst problems. It is not so easy to play the violin or the guitar on a rainy November day in London and try to smile.

A much worse problem is the police. From time to time, they come, and the musicians are moved to a different place. True, they are not often fined. One musician told me:

“The policeman asked me what I was doing. I said I was just practising. Some money just fell out of my pocket into the guitar case, and I was told to leave my place. I think it’s not fair. People love street music. It makes the city more attractive.”

1. Street musicians are aged between 17 and 30 years. \_\_\_\_\_
2. Andrew Hain, for example, was once a music professor. \_\_\_\_\_\_
3. On Mondays, Hyde Park is the best place for street musicians. \_\_\_\_\_\_
4. The weather is one of the worst problems for street musicians. \_\_\_\_\_\_
5. Street musicians are very often fined. \_\_\_\_\_\_