

Демонстрационный вариант итоговой контрольной работы

по АНГЛИЙСКОМУ ЯЗЫКУ. 2018 г.

7 класс

Инструкция для учащихся

Итоговая контрольная работа проводится в два этапа: на двух занятиях по 45 минут каждое. На первом занятии ты выполнишь письменную часть работы, на втором – устную.

Тебе понадобится ручка, простой карандаш, ластик.

Ответы на задания запиши в поля ответов в тексте работы. Если ты хочешь изменить ответ, то зачеркни его и запиши рядом новый.

При выполнении работы не разрешается пользоваться учебником, рабочими тетрадями и другим справочным материалом.

При необходимости можно пользоваться черновиком. Записи в черновике проверяться и оцениваться не будут.

Советуем выполнять задания в том порядке, в котором они даны. Для экономии времени пропускай задание, которое не удаётся выполнить сразу, и переходи к следующему. Если после выполнения всей работы у тебя останется время, то ты сможешь вернуться к пропущенным заданиям. Постарайся выполнить как можно больше заданий.

ПИСЬМЕННАЯ ЧАСТЬ

Коммуникативные умения. Аудирование

Планируемый результат: воспринимать аудиотекст на слух с выборочным пониманием его содержания.

1. Listen to conversation and choose the correct answer.

1. Where are the friends going?

- a) to the Theme Park
- b) to the park
- c) to Trevor's granny

2 – 7. Listen to the conversation and complete the sentences.

2. Nevita and Robert are going to ...

- a) have a picnic.
- b) go shopping.
- c) visit their grandmothers.

3. Rachel ...

- a) is happy to join the friends.
- b) is sorry she can't join the friends.
- c) needs time to think about it.

4. At first Trevor says he can't come because he has ...

- a) to do some shopping.
- b) to bring chicken and salad.
- c) to visit his grandmother.

5. In the end Trevor ...

- a) says he still can't come.
- b) agrees to come.
- c) says he'll try to come.

6. How many children will spend the time together?

- a) three
- b) four
- c) five

Коммуникативные умения. Чтение

Планируемый результат: читать про себя и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале.

Языковые средства и навыки оперирования ими. Грамматическая сторона речи

Планируемый результат: распознавать различные коммуникативные типы предложений.

7. Read the following statements, then read the text and match its paragraphs with the statements. There is one extra statement.

1. Studying is very important for Chinese students.
2. Students stay in their classrooms for lunch.
3. Students have all the classes in the same classroom.
4. Maths and English are students' favourite classes.
5. Homework does not take too much time.
6. Chinese schools have their own typical features.

A. In China education plays a very important role. Schools in China are very much like schools in Europe or America. There are, however, some differences.

B. There are usually about 45 students in a classroom. Students stay in the same classrooms for all subjects, teachers travel from classroom to classroom to teach their subjects.

Starting from the third grade, each subject is taught by a teacher who specialises only in that subject.

- C. School hours are from 8 a.m. to 4 p.m. Students have 10-minute breaks in between 40-minute classes. At noontime the students eat lunch, which is prepared by school kitchen staff and brought to their classrooms.
- D. Chinese schools do not generally give much homework. Most students can complete it in about one hour, after that they do extracurricular activities. Extracurricular activities for many students include weekend classes. The majority of kids prepare for the Olympiads in maths and English in their extracurricular weekend classes.
- E. The Chinese hold learning and education in the highest regard. Even when in hospital, they would do homework while receiving treatment. Teachers say that though children are smarter and more confident today, there is always room for improvement. Today students need to be taught discipline and teamwork.

Paragraphs	A	B	C	D	E
Statements					

8-12. Read the following text and the statements. Write TRUE (T) or FALSE (F).

Winter sports made their Olympic debut in 1908, when ice figure skating was included in the Olympic programme among summer sports. It was as early as the 16th century that ice skating became a popular sport in Holland. However, it took three centuries to develop the rules and structure of international competitions. In Russia the first skating rink was opened in 1865. Nowadays, Russian athletes are among the best in most kinds of figure skating, but we cannot help mentioning the legend of ice figure skating, Sonya Heiny, from Norway. She won 10 world championships and three Olympics.

In 1925 the International Olympic Committee decided to consider the International Winter Sports Week that had taken place in Chamonix, France, to be the first Winter Olympic Games. Since then winter and summer Olympics have been held regularly every four years with only three exceptions. During the two world Wars the games could not take place in 1916, 1904 and 1944.

- 8. The first winter sport included into the programme of the Olympics was ice figure skating. ___
- 9. It took a long time to develop rules and structure of the Olympic Games. _____
- 10. In Russia the first skating rink appeared in the 18th century. _____
- 11. The first Winter Olympic Games were spent in Holland. _____
- 12. The international Olympic Games have been taken place every four years. _____

Языковые средства и навыки оперирования ими. Грамматическая сторона речи
Планируемый результат: правильно употреблять глагольные формы *Present Simple Tense, Past Simple or Present Perfect Tense* в коммуникативно-значимом контексте.

13-29. Read and complete the story with the verbs in the forms of Present Simple, Past Simple or Present Perfect.

A Lot of Work

I live and _____ 13 _____ (work) in London. At the weekends I usually _____ 14 _____ (go) to the countryside to see my grandma. I never go there by car. I need to _____ 15 _____ (relax), so I take a bus. Last weekend I _____ 16 _____ (go) to the country, too. In the bus I _____ 17 _____ (see) an old friend of mine. She _____ 18 _____ (look) very tired. We _____ 19 _____

(start) talking. I asked her, “Why are you so tired? Did you have a lot of work today?”. She answered, “ Oh yes, I did. I ___20___ never _____ (have) so much work. My boss ___21___ (get) absolutely crazy. He ___22___ never _____ (give) so many errands to me before!” I ___23___ (feel) really sorry for her and ___24___ (invite) to a café for a cup of coffee. She ___25___ (be) happy to join me. We _____26_____ (have) a great time. I ___27___ (think) it ___28___ (be) a wonderful day for both of us. I ___29___ never _____ (forget) this evening.

Коммуникативные умения. Письменная речь

Планируемый результат: написать личное письмо с ответами на вопросы друга по переписке.

Языковые средства и навыки оперирования ими. Грамматическая сторона речи

Планируемый результат: использовать в речи изученные грамматические конструкции в коммуникативно значимом контексте.

Языковые средства и навыки оперирования ими. Лексическая сторона речи

Планируемый результат: использовать в речи активную лексику в коммуникативно значимом контексте.

30. How, do you think, Trevor would answer Vera’s questions? Write an answer of his letter to Vera, answer to 5 Vera’s questions.

Hi Trevor,

Thank you for your last email. I wish I were with you and Rachel on August 8th. It think it was a wonderful day for both of you. You did so many exciting things!

You know, yesterday I **read** a text about some kind of fish soup called “clam chowder”. **Have you ever eaten** clam chowder? When **was** it? Where **did you eat** it? **Did you like** it?

I hate fish. My parents go to a fish restaurant sometimes. I **have never been** there. I know that last weekend you **had** your lunch at the fast-food restaurant again. **Have you ever been** to a fish restaurant?

I **haven’t finished** my homework for tomorrow yet. Yesterday our English teacher **asked** us to read a whole chapter form the Canterville Ghost by Oscar Wilde. It’s so long.

Write to me soon.

Bye,

Vera

УСТНАЯ ЧАСТЬ

Коммуникативные умения. Чтение текста вслух.

Планируемый результат: читать про себя и вслух текст, построенный на знакомом учащимся языковом материале.

Языковые средства и навыки оперирования ими. Грамматическая сторона речи

Планируемый результат: распознавать различные коммуникативные типы предложений.

Task 1. You are going to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud.

In a Small Town

Toscanini was a great musician. He lived in America. One day he came to a very little town. He was walking along the street when he saw a piece of paper in one of the windows. He read:

MRS.SMITH.MUSIC LESSONS.

TWO DOLLARS A LESSON.

Then Toscanini heard the music. Somebody was playing Tchaikovsky.

“Mrs. Smith is playing,” he thought, “she isn’t a very good musician. She doesn’t play Tchaikovsky well. I must show her how to play it.”

He went up to the door of the house and rang. The music stopped and soon a woman opened the door.

“Are you Mrs. Smith?” asked Toscanini. “My name is Toscanini and I want to show you how to play Tchaikovsky.”

Mrs. Smith was very glad to meet the great musician. She asked him to come in. Toscanini played Tchaikovsky for her and went away.

A year later Toscanini visited the same town again. When he went up to the house where he had played Tchaikovsky the year before he again saw a piece of paper. Now it read.

MRS.SMITH. (TOSCANINI’S PUPIL)

MUSIC LESSONS.

FOUR DOLLARS A LESSON.

Коммуникативные умения. Говорение (монологическая речь)

Планируемый результат: передавать содержание с опорой на картинки (план).

Языковые средства и навыки оперирования ими. Лексическая сторона речи

Планируемый результат: употреблять в речи изученные лексические единицы.

Языковые средства и навыки оперирования ими. Грамматическая сторона речи

Планируемый результат: воспроизводить основные коммуникативные типы предложений на основе речевых образцов; употреблять в речи изученные грамматические формы и конструкции.

Task 2. You are going to give a talk about pictures. You will have to start in 1.5 minutes and speak for not more than 2 minutes .

Коммуникативные умения. Говорение (диалогическая речь)

Планируемый результат: вести комбинированный диалог (сочетание разных типов диалогов) на основе тематики учебного общения, в ситуациях повседневного общения.

Языковые средства и навыки оперирования ими. Лексическая сторона речи

Планируемый результат: употреблять в речи изученные лексические единицы.

Языковые средства и навыки оперирования ими. Грамматическая сторона речи

Планируемый результат: воспроизводить основные коммуникативные типы предложений на основе речевых образцов; употреблять в речи изученные грамматические формы и конструкции.

Task 3. You are going to have an interview. You have to talk with your partner. Ask him some questions and give full answers to his questions.

Student card 1a

Imagine that you are a RAP reporter. You interview a student about school uniform. • Greet the person and introduce yourself.

- Explain what you are doing.
- Ask the person what is the situation with school uniform in his or her school.
- Ask the person about what is good about school uniform.
- Ask the person about what is bad about school uniform.
- Ask what the person thinks about school uniform.
- Thank the person and say goodbye.

Student card 1b

You are standing near your school. You know that RAP reporters are interviewing students about their opinion on school uniform. Think about the following:

- what is good about school uniform
- what is bad about school uniform
- your opinion about school uniform.

Remember to thank the reporter and say goodbye.

Аудиотекст

Listen to the conversation, read the statements and circle the correct answer. (Инструкцию читает учитель.)

Rachel: Hello, Nevita.

Nevita: Hi, Rachel. Would you like to come to Alton Towers with us on Sunday?

Rachel: Yes, I'd love to.

Robert: We're going to have a picnic there.

Rachel: Great.

Nevita: Ah, here's Trevor. Good morning, Trevor.

Trevor: Hi, Nevita.

Nevita: Would you like to come to Alton Towers with us on Sunday?

Trevor: Er ... No, thanks.

Robert: Why not, Trevor?

Trevor: I've got to visit my gran on Sunday.

Nevita: Oh, dear.

Robert: Yes, it's a pity. We're going to have a picnic there.

Nevita: Yes. I'm going to bring some chicken and salad. What are you going to bring, Robert?

Robert: I'm going to bring some crisps, some cola and some fruit.

Trevor: Chicken, salad, crisps and cola. Mmm ...

Nevita: Come on, Trevor.

Trevor: OK. I can visit my gran on Saturday evening.

All: Ha ha ha.

Scoop: Woof! Woof!

Ключ

1-a; 2-a; 3- a; 4- c; 5- b; 6-b;

7- Paragraphs A B C D E

Statements 6 3 2 5 1

8-T; 9- T ; 10- F; 11- F ; 12-F ;

13 – work; 14 – go; 15- relax; 16- went; 17 – saw; 18 – looked; 19- started; 20 – have never had

21 – has got; 22 - has never given; 23 – felt; 24 – invited; 25 – was; 26 – had; 27 – think

28 – was; 29 - have never forgotten

30 Возможные варианты ответов ...

...I've eaten clam chowder only once. It was last month. My aunt invited us for a dinner and we had clam chowder. I didn't like it. I hate fish. I've never been to a fish restaurant and I wouldn't like to go there....

....

...I've often eaten clam chowder. Last time I ate it yesterday. My mum cooked it. I liked it, because I like fish. I've never been to a fish restaurant, but I would like to go there very much....