

I. Read the text and choose the right form from the variants below .

“Brother and Sister.”

Once there was a man who had two...(1), a boy and a girl. The boy was good-looking, but the girl was not. One day they ... (2) a mirror and for the first time saw what they looked like. The boy ... (3) very glad. He said to his sister, "What a nice face I have! I look much...(4) than you do!" The girl did not like what he said. She was very angry and began to beat her brother. "Go away!" she cried. The father saw them and said to the boy, "You must always be as good as you look." And to the girl he said "My dear, if you... (5) everyone and do your best to please, everyone will love you."

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|-------------|--------------|--------------|
| 1) A. child | B. childs | C. children |
| 2) A. found | B. find | C. finded |
| 3) A. were | B. was | C. am |
| 4) A. nice | B. more nice | C. nicer |
| 5) A. helps | B. help | C. will help |

II. Are the following statements true or false?

1. Once there was a woman who had two children, a boy and a girl.
2. The girl was good-looking, but the boy was not.
3. One day the children found a mirror and saw what they looked like.
4. The girl was very glad, but the boy was very angry.

III. Choose the correct answer to the questions.

1. Which of the children was good-looking?
 - A. The boy was.
 - B. The girl was.
 - C. Nobody was.
2. Were the children pleased when they saw their faces?
 - A. The boy was.
 - B. The girl was.
 - C. I don't know.
3. What did the boy say to his sister?
 - A. "I look much cleverer than you do."
 - B. "I look much nicer than you do."
 - C. "You look much nicer than I do."
4. Who was the cleverest of all?
 - A. The boy was.
 - B. The girl was

C. Their father was.

IV. Choose the proverb which can be the moral of the story.

A. First think then speak.

B. Tastes differ.

C. It is better to be good than to be good-looking.

D. If you cannot have the best, make the best of what you have.

V. Complete the sentences.

1. ... eighth of ... July is ... Kate's birthday.

A. the, ..., ...

B. ..., the, ...

C. the, the, ...

2. There is ... table at ... window.

A. a, a

B. a, the

C. the, the

3. Where did you buy ... honey? I like it very much.

A. ...

B. a

C. the

4. He seldom ... TV in the morning

A. watch

B. watches

C. watchs

5. The pupils ... the poem in two days.

A. learn

B. learned

C. will learn

6. There ... 30 pupils in our class last year.

A. was

B. were

C. be

7. The mother doesn't watch TV in the morning, ... ?

A. doesn't she

B. does she

C. does mother

8. John liked the poem, ... ?

A. did he

B. does he

C. didn't he

9. The boy never gets bad marks, ... ?

A. does he

B. doesn't he

C. doesn't he

10. Your sister could not ski, ... ?

A. didn't she

B. could she

C. could your sister

Спецификация компетентностно -ориентированного теста по английскому языку для учащихся 5 класса.

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Назначение работы – определить уровень овладения основными содержательными линиями стандарта. Оценить подготовку учащихся 5 класса по английскому языку с целью их итоговой аттестации при переходе в 6 класс.

Документы, определяющие содержание итоговой работы. Содержание работы определяется федеральным государственным образовательным стандартом основного общего образования (Приказ министерства образования и науки РФ № 1897)

Структура итоговой работы.

В итоговую работу по английскому языку включено 5 заданий, четыре из них выполняются на материале связного текста.

Распределение заданий по содержанию и видам деятельности.

Задание I: чтение текста с полным пониманием.

Задание II: определить, соответствуют ли данные предложения содержанию текста.

Задание III: выбрать правильный ответ на вопросы по содержанию текста.

Задание IV: определить главную мысль текста.

Задание V: в данном задании осуществляется проверка усвоения программного грамматического материала (времена группы Indefinite, разделительный вопрос, артикли)

Данные задания позволяют проверить сформированность следующих умений: читать текст с полным пониманием , находить в нем нужную информацию, выделять главную мысль, применять видовременные формы глаголов, дифференцировать случаи употребления артиклей.

Система оценивания

Максимально возможное количество баллов-24: 5 за первое задание, по 4 за второе и третье, 1 за четвертое, 10 за пятое. Шкала перевода текстового балла в пятибалльную оценку: от 12 до 16 баллов – оценка «3»; от 17 до 22 баллов – оценка «4»; от 23 до 24 баллов – оценка «5».