



АДМИНИСТРАЦИЯ ГОРОДА НИЖНЕГО НОВГОРОДА

ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ

МУНИЦИПАЛЬНОЕ АВТОНОМНОЕ ОБЩЕОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
«ШКОЛА №103 С УГЛУБЛЕННЫМ ИЗУЧЕНИЕМ ОТДЕЛЬНЫХ ПРЕДМЕТОВ»

603087, город Нижний Новгород, ул. Верхне-Печерская, д. 10

e-mail:s103\_nn@mail.52gov.ru, тел. 460-88-10, 460-88-01

Рассмотрено на заседании МО

Согласовано

Утверждено

Руководитель МО  
\_\_\_\_\_ Шелех В.А.

Заместитель директора  
\_\_\_\_\_ Матюшина М.М.

Директор МАОУ «Школа №103» г.  
Н. Новгорода  
\_\_\_\_\_ Хилова М.А.

Протокол № \_\_\_\_\_ от

« \_\_\_\_ » \_\_\_\_\_ 2024г

« \_\_\_\_ » \_\_\_\_\_ 2024г

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***Спецификация по английскому языку для проведения индивидуального отбора в 10 класс гуманитарного профиля на 2024-2025 учебный год.***

**1. Назначение материалов**

– оценить уровень общеобразовательной подготовки по иностранному языку выпускников IX классов общеобразовательных организаций в целях отбора обучающихся в 10 класс, профиль – гуманитарный

**2. Документы, определяющие содержание материалов.**

**Работа составлена в соответствии с требованиями ФГОС ООО** по иностранным языкам (приказ Министерства просвещения от 05.05.2021 N 287 «Об утверждении Федерального государственного общеобразовательного стандарта основного общего образования».

**3. Подходы к отбору содержания, разработке структуры материалов.**

Главной целью иноязычного образования в основной школе является формирование коммуникативной компетенции учащихся, понимаемой как способность и готовность учащихся общаться на иностранном языке в пределах, определенных стандартом основного общего образования по иностранному языку. Эта цель подразумевает формирование и развитие коммуникативных умений учащихся в говорении, чтении, понимании звучащей/устной речи на слух и письменной речи на иностранном языке. Для определения уровня сформированности коммуникативной компетенции у выпускников основной школы в контрольной работе предусмотрены три части (чтение, лексика-грамматика, письмо) и использованы различные типы заданий на проверку коммуникативных умений и языковых навыков.

Выполнение учащимися совокупности представленных заданий

позволяет оценить соответствие уровня их иноязычной подготовки, достигнутого к концу обучения в основной школе, тому уровню, который определен стандартом основного общего образования по иностранному языку. Данный уровень гарантирует возможность продолжения обучения учащихся в старшей (полной) школе.

#### **4. Характеристика структуры и содержания материалов.**

Контрольная работа состоит из четырех разделов:

- раздел 1,3, включающие задания по чтению;
- раздел 2, включающий задание на контроль лексико-грамматических навыков;
- раздел 4, включающий задание по письму.

В разделе 1 (задания по чтению) используются прагматические, научно-популярные, публицистические и художественные тексты. Объем текстов для чтения – 220–600 слов в зависимости от проверяемых умений и навыков и характера задания. Языковая сложность текстов для чтения соответствует заявленному уровню сложности контрольной работы.

Тематическое содержание текстов для чтения определяется предметным содержанием речи, представленном в стандарте основного общего образования по иностранному языку и Примерных программах по иностранным языкам.

В работе предложены следующие разновидности заданий с кратким ответом:

- задания на установление соответствия текстов и заголовков к ним;
- задания на выбор и запись правильного ответа из предложенного перечня ответов;
- задания на заполнение пропуска в связном тексте путем преобразования предложенной начальной формы слова в нужную грамматическую форму;
- задания на заполнение пропуска в связном тексте путем образования родственного слова от предложенного опорного слова.

На задания с кратким ответом ответ дается соответствующей записью в виде цифры или последовательности цифр, записанных без пробелов и других разделителей или слова/словосочетания, записанной/записанных также без пробелов и других разделителей.

#### **5. Распределение заданий материалов по содержанию, проверяемым умениям и способам деятельности.**

При выполнении данной работы проверяется иноязычная коммуникативная компетенция выпускников основной школы. Материалы нацелены на проверку речевых умений выпускников в 2 видах речевой деятельности (чтении, письме), а также некоторых языковых навыков.

В частности, в работе проверяются: умение читать текст с пониманием основного содержания и умение понимать в прочитанном тексте запрашиваемую информацию (раздел 1-3);

#### **6. Продолжительность выполнения работы по иностранным языкам.**

Время выполнения письменной работы – 90 минут.

Рекомендуемое время выполнения заданий отдельных разделов:

- 1) раздел 1,3 (задания по чтению) - 40 минут;
- 2) раздел 2 (задания по грамматике и лексике) – 20 минут;

3) Письмо– 30 минут

**7. Система оценивания выполнения отдельных заданий и экзаменационной работы в целом.**

За верное выполнение каждого задания с выбором ответа и с кратким ответом ученик получает 1 балл. Если в кратком ответе сделана орфографическая ошибка, ответ считается неверным. За неверный ответ или отсутствие ответа выставляется 0 баллов.

За выполнение задания разделов 1,3 учащийся может получить от 0 до 15 баллов; за задания раздела 2 – от 0 до 15 баллов, за 3 задание – 10 баллов. Максимальное количество баллов, которое может набрать учащийся за выполнение контрольной работы – 40.

## Примерный вариант тестового задания по английскому языку

### Вариант 1

#### Проблемы выбора профессии и роль иностранного языка

##### Раздел 1

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

##### Раздел 1

1. BAD EXPERIENCE AT EARLY AGE
2. ANOTHER CHANCE
3. CONSTANT TRAINING
4. ANOTHER POINT TO LEARN BEFORE GRADUATION
5. MAKE ANOTHER CHOICE
6. TAKING CARE OF PEOPLE
7. CREATIVE JOB HUNTING
8. ASSESS YOURSELF

A. I'm Jason Boylan and I've been in the workforce for about 14 years. I was laid off from the auto sector and now I'm in the Second Career program. When I was fired, I felt like I was a little bit lost and scared to make a step in my life. I heard about the Second Career program at the assessment centre in our local community. I chose Culinary Management because there are a lot of jobs created from the culinary department. After graduating from Fleming College, I have a long term goal to either owning my own restaurant or becoming an executive chef somewhere - which has always been a dream of mine to do. The Second Career program has made it very comfortable for me to go to that next step.

B. Before you can make a career choice you have to learn about yourself. Your values, interests and skills, in combination with certain personality traits, will make some careers especially suitable for you and some particularly unsuitable. You can use career tests, to generate a list of occupations that are deemed appropriate. Some people choose to have career counselors or other career development professionals check these tests but many try to use free career tests that are available on the Web.

C. The United States Bureau of Labor Statistics regularly publishes articles in the Occupational Outlook Handbook. Each article contains information regarding the nature of the work, working conditions, employment outlook, education and training, and earnings for that occupation. A solid educational foundation is important, although, according to the Occupational Outlook Handbook, it is not as important as experience especially in such professions as actors. However, even actors with well established careers polish their skills in acting classes with other professionals. Dancers spend many hours in training as do musicians.

D. A survey by the TUC found that employees in small businesses are more satisfied at work. They were also found to be the most committed and loyal to their organisations. They also felt most engaged by their employer and had the most freedom to choose their working patterns. There were far fewer reports of bullying, lower stress levels and fewer complaints about long working hours. The Chairman of the Federation of Small Businesses said 'In terms of the way they treat their staff, small businesses consistently out perform their bigger competitors. Small business owners know that the greatest asset is their staff and they are more likely to treat them as individuals and recognize their needs. By having a committed and loyal workforce the smallest business has a bigger advantage.

E. I have enjoyed learning how to sell myself, tapping into my skills, I previously was unaware, were so important to future employers. Also, developing a greater understanding of what the employers want to see and hear on a CV and during an interview has given me confidence. I feel that the relaxed nature of this course to do assignments and quizzes at your own leisure makes this module very appealing as both a learning process and personal development. I also like the idea that anyone can do it alongside their degree, even in final year when employment possibilities really are at the forefront of our minds.

F. A graduate had been trying to get into investment banking, but without success and had exhausted all the normal routes. As a last resort, he had 100 postcard-sized CVs printed. He then went round the "Square Mile" in the City, where all the main financial organizations in London are located and proceeded to place one of these CVs under the windscreen of every Rolls Royce and top of the range BMW and Mercedes he came across. Next day, he had several phone calls offering him interviews from the senior executives whom the cars belonged to. Note that we are not advocating this approach: one graduate jobseeker put up 200 poster sized CVs around Hull and ended up being fined for bill posting!

G. As you begin the journey of choosing a career, you may be surprised to discover the ill effects of negative childhood experiences coloring your decision-making process. Tragic situations during childhood, such as extreme poverty,

death, and other traumatic events affect individuals at the chemical level, strongly influencing their overall health and their choices as adults. They may believe their options are limited to careers that have no prestige or that they will be stuck in the same career forever, according to the Career Development Center. Young adults who are at the effect of traumatic childhood life events may believe they are not allowed to fail and, if they do, there is no chance of succeeding in another career.

Тексты	A	B	C	D	E	F	G
Заголовки							

### Раздел 2

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами. В4–В12 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В4–В12

B4	_____ exercise, less stress?	MUCH
B5	You _____ how dangerous stress can be? It affects us both physically and mentally, so reducing stress is something that we should all try to do.	KNOW
B6	While many people feel that the _____ way to get rid of stress is some form of exercise, there are other _____ which are just as effective. The	GOOD
B7	benefits of physical exercise are obvious. First of all, keeping fit _____	WAY
B8	your body stay strong and healthy. Therefore you are less likely to get sick or suffer from stress-related health problems such as heart attacks and cancer. Furthermore, exercise is a good way to get rid of frustration and anger, because after exercise the brain produces hormones called endorphins which make us _____ good. On the other hand, if you are out	HELP
B9	of shape, exercise can be quite painful. You may _____ a muscle or injure yourself. Furthermore, exercising may even cause more stress since	FEEL
B10	it _____ to your already hectic schedule. In conclusion, the best way to combat stress in our _____ is to live a healthy life. As James Freeman	PULL
B11	Clarke says, “Never hurry. Take plenty of exercise. Always be cheerful.	ADD
B12	Take all the sleep you need. You may expect to be well.”	LIFE

### Раздел 3

Прочитайте текст. Определите, какие из приведенных утверждений 1-8 соответствуют содержанию текста (1- TRUE), какие не соответствуют (2-FALSE) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3- NOT STATED). Выберите одну цифру, которая соответствует номеру правильного ответа.

#### An Exchange Student at 17

It almost feels like as if it was just yesterday when I was on my own on a plane not really knowing what to expect but excited for what the future had for me. Now I'm back home with a ton of memories, e-mails to answer, and a lot of stories to share. So I will write about my experience of being an exchange student in Appleton, Wisconsin for a whole school year.

I've wanted to be an exchange student my whole high school life. I read about summer programs in a brochure from IFS. Having friends from another country would be the coolest thing in the world. I would be on my own, have my own Indiana Jones adventure. At the end of my senior year I was applying to IFS. I had meetings in the weekends about rules, how to survive, homesickness, etc.

I was placed with the greatest host family in the whole world. They treated me like their own. I had a host mom, a host dad, a brother and sister. Ben would always be sweet and give me hugs and kisses. I loved every

minute of it because I never had a younger brother before. Through e-mails we established that I was going to call them Mom and Dad. I felt super loved. They hugged me when I needed to be hugged, let me stay out late at night with my friends, and even let me have parties in the basement.

I went to an American co-ed public high school and that was a big adjustment coming from an all-girl private Catholic school. I have never met so many kinds of people in just one place. I was scared during the first day of school. I didn't know anyone, I got lost since the school was huge. But pretty soon I started to get comfortable. It was funny how people always got surprised by how good I was at speaking in English. They're like, "Wow, you even speak better English than me".

I had the chance to take fun classes like Spanish, photography, and art so I met people with similar interests as me and got to go to field trips. My favourite was going to Chicago. I was giving a talk about the Philippines for the school's Global Awareness Week.

I made a lot of friends and met so many people. Friends took me out to movies, hockey games, restaurants, road trips, rock shows and concerts. I got to do my first American prank, which was writing on boys cars with lipstick. Everyone was warm, open. I never really got homesick because I had friends who made sure I was okay. They were all always there for me and helping me. I will forever remember all the fun times I had with them.

Every month, I met with other exchange students in our area. I made friends with people from Germany, Brazil, the Netherlands, England, Hungary, etc. It was fun when we were together because we saw how language, skin color or height didn't matter. We were all the same. We talked about the differences at home, school, and out countries. I learned so many things about other cultures.

Being away for 10 months and living alone in a completely different world has taught me a lot of things. I now can say that I am independent, appreciate my family and friends here more, open to new ideas, and more confident about myself. Having my own adventure has proven to me that anything is possible and that I can do anything.

1) The author has just come back from one-year away trip.

1. True
2. False
3. Not stated

2) Before her trip she watched films about Indiana Jones.

1. True
2. False
3. Not stated

3) The author called her host family "Mom & Dad".

1. True
2. False
3. Not stated

4) The author spoke better English than her American classmates.

1. True
2. False
3. Not stated

5) The author's new friends didn't take her to social events.

1. True
2. False
3. Not stated

6) The author is originally from the Philippines.

1. True
2. False
3. Not stated

7) The author didn't make friends with anyone from other countries.

1. True
2. False
3. Not stated

8) Now the author lives separately from her parents.

1. True
2. False
3. Not stated

#### **Раздел 4.**

You have received a letter from your English-speaking pen friend, Ben. You have 30 minutes to do this task.

... I'm very busy preparing for my school exams in Literature and History. To pass them successfully, I have to know a lot...

... What subjects have you chosen for your exams and why? What type of exam do you prefer – oral or written? How do you prepare for exams? ...

Write him a letter and answer his 3 questions. Write 100 – 120 words. Remember the rules of letter writing.