

**Спецификация  
диагностической работы для проведения  
предметной диагностики студентов по предмету  
«АНГЛИЙСКИЙ ЯЗЫК»**

**1. Назначение контрольных измерительных материалов (КИМ)**

Диагностическая работа проводится с целью независимой оценки достаточности уровня предметной подготовки студентов – будущих учителей английского языка для реализации общеобразовательных программ разного уровня в соответствии с требованиями ФГОС.

Контрольные измерительные материалы (КИМ) представляют собой комплекты заданий стандартизированной формы.

**2. Документы, определяющие содержание КИМ.**

Содержание контрольно-измерительных материалов определяется на основе федерального государственного образовательного стандарта среднего общего образования (ФГОС) (приказ Министерства образования и науки Российской Федерации от 17.05.2012 №413 с изменениями, внесёнными приказами Министерства образования и науки Российской Федерации от 29.12.2014 № 1645, от 31.12.2015 №1578, от 29.06.2017 №613, приказами Министерства просвещения Российской Федерации от 24.09.2020 № 519, от 11.12.2020 № 712) с учётом примерной основной образовательной программы среднего общего образования (одобрена решением федерального учебно-методического объединения по общему образованию (протокол от 28.06.2016 № 2/16з)).

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

Диагностическая работа удовлетворяет требованиям к контрольным измерительным материалам федерального государственного бюджетного научного учреждения ФГБНУ «Федеральный институт педагогических измерений».

Диагностическая работа удовлетворяет требованиям к сертификации качества педагогических тестовых материалов (приказ Минобрнауки России от 17.04.2000 №1122).

К основным принципам отбора моделей заданий и формирования структуры КИМ, помимо общих подходов и требований можно отнести:

- использование для оценки заданий различных уровней сложности, что позволяет экзаменуемому продемонстрировать свой уровень знаний, овладения данным компонентом содержания;
- соблюдение принципа перехода от простого к сложному;
- использование для оценки различных типов заданий.

**4. Особенности КИМ.**

1. Разработанные КИМ предназначены для диагностики студентов по предмету «английский язык».

2. Количество заданий в одном варианте: 38 заданий.

3. Время выполнения диагностики составляет 190 мин.

4. Все задания диагностики сконструированы таким образом, что проверка проходит в компьютерном (автоматизированном) режиме, без привлечения независимых экспертов, в связи с этим раздел «Говорение» отсутствует.

5. Система оценивания заданий: За верное выполнение каждого из заданий 3–9, 12–38 студент получает 1 балл. Если в кратком ответе сделана орфографическая ошибка, ответ считается неверным. За неверный ответ или отсутствие его – 0 баллов. В ответах на задания 1, 2, 10, 11 каждое правильно установленное соответствие оценивается 1 баллом. За выполнение заданий 1 и 11 студент может получить от 0 до 6 баллов; за выполнение заданий 2 и 10 – от 0 до 7 баллов.

#### **5. Распределение заданий КИМ по содержательным разделам**

№	Содержательные разделы	Максимальное кол-во заданий	Форма ответа
1	Аудирование	9	ВО
2	Чтение	9	ВО
3	Грамматика и лексика	20	КО, ВО

Демонстрационный вариант  
контрольных измерительных материалов диагностической работы по  
АНГЛИЙСКОМУ ЯЗЫКУ

В демонстрационном варианте представлены конкретные примеры заданий, не исчерпывающие всего многообразия возможных формулировок заданий на каждой позиции варианта диагностической работы.

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику составить представление о структуре будущих КИМ, количестве заданий, об их форме и уровне сложности.

**Раздел АУДИРОВАНИЕ**

**Задание 1**

**Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Отметьте верный вариант.**

**Ссылка на запись:** <https://cloud.mail.ru/public/zr3G/zDEQhWTWr>

**Утверждения:**

- 1 I love helping to solve a mystery
- 2 I love studying the beautiful
- 3 I love working with living beings
- 4 I love taking lessons from the past
- 5 I love computerising language learning
- 6 I love shaping the future
- 7 I love helping to find mutual understanding

**Задание 2**

**Вы услышите диалог. Определите, какие из приведённых утверждений А–G 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). Отметьте верный вариант.**

**Ссылка на запись:** <https://cloud.mail.ru/public/32YY/CpAzdaZva>

- A John is feeling lonely as he knows only work colleagues in Sydney
- B Sophia celebrates Lunar Year as part of a family tradition
- C John moved to Sydney because of the climate
- D John's flat is rather expensive to rent
- E Small flats for rent are difficult to find in Sydney
- F John would like to rent a larger flat
- G Sophia thinks he should rent a townhouse

**Задание 3-9**

**Вы услышите интервью. Выполните задание: отметьте вариант соответствующий верному ответу.**

Ссылка на запись: <https://cloud.mail.ru/public/uQjE/PeuwwLeEh>

Вопросы:

**1 According to Dr Simmons, when it comes to technology, parents should**

- a log out and avoid participating
- b take an interest in social media
- c write posts for their children's social media

**2 According to Dr Simmons, parents should**

- a set limits for children on using technology
- b allow children free use of technology
- c forbid children to use technology

**3 Why can social media make children feel insecure?**

- a Because they always stay connected
- b Because they risk cyberbullying
- c Because they compare themselves to their friends

**4 When should parents intervene?**

- a When children get hysterical about gadgets
- b When children cannot put their devices down
- c When children ask for digital detox

**5 What is a good side of using social media?**

- a Children can text each other
- b It helps socially challenged people
- c New ways of connecting to other people have appeared

**6 How do new technologies influence social children's skills?**

- a They limit their social skills
- b They help them to get in touch with their teach
- c They help them to develop communication skills

**7 How do parents model bad behaviour?**

- a by limiting children's use of social media
- b by letting teens off the hook
- c by overusing technology themselves

## Раздел ЧТЕНИЕ

**Задание 10**

**Прочитайте тексты, обозначенные буквами А–Г. Подберите к каждому тексту соответствующий ему заголовок из списка 1–8. Используйте каждый заголовок только один раз. Один заголовок лишний.**

**ЗАГОЛОВКИ**

- 1 Music deep down
- 2 Untouchable instrument
- 3 Musical instrument from the kitchen
- 4 Complex unity
- 5 Light-controlled music
- 6 The ancient sounds
- 7 Traditional instrument
8. Music from nature assisted by man

### **ТЕКСТЫ**

- A.** At the beginning of the 20<sup>th</sup> century thinking about music of the future, scientists and composers sought to create unique devices that would surpass the characteristics of traditional musical instruments. The famous composer Skryabin dreamt of associating music with colours. Leo Theremin associated music with movement. The thereminvox became one of the iconic devices. It really looks like magic happening in front of the audience. This is not surprising, since no physical action is required to play it. A player influences the instrument by just moving hands in an electromagnetic field at a certain distance from the flapper. This resembles the movements of a conductor in front of an orchestra.
- B.** Since the first half of the last century the public, fascinated by the beauty of musical fountains, has been interested in how this miracle of technology and engineering works. The musical fountain, also known as a fairy fountain, prismatic fountain or dancing fountain, creates a stunning interplay of sound, light and water dance. The displays are commonly synchronised to music and also feature lighting effects that are refracted and reflected by the moving water. In the most modern models of musical fountains there is no need to monitor the water and light manually: special equipment controls the fountain jets, adjusts projectors and brings everything into a whole. Contemporary multimedia fountains can include lasers, video projection and three-dimensional imagery.
- C.** The Colossi of Memnon in Egypt is a mysterious and unusual sight. These are two enormous stone figures of pharaoh Amenhotep III. They have stood since 1350 BC, and were well known to ancient Greeks and Romans, as well as early modern travelers and Egyptologists. The original function of the Colossi was to stand guard at the entrance to Amenhotep's memorial temple. In 27 B.C. a large earthquake reportedly shattered the northern colossus, collapsing it from the waist up and cracking the lower half., and from then on it began to 'sing'. Every day at dawn a slight sound can be heard from the stone, scientists have not yet found out its cause. Each person hears these sounds differently. Many people say that it sounds like the strings of a lyre breaking, others found a resemblance to the sound of waves, and some even hear a whistling sound.
- D** One of the most unusual musical instruments in the world can be found in the American state of Virginia, in the Luray Caverns. These caves were discovered in the 19th century. Nowadays they offer well-lighted, paved walkways that lead visitors through cathedral-sized rooms with ceilings 10-stories high, towering stone formations, and natural wonders at every turn. But soon after the caves were discovered, people noticed that if they hit the stalactites, they could hear the sounds that resembled music. In 1957, the mathematician Leland Sprinkle carefully attached electrically operated hammers to stalactites, thus creating a unique stalactite organ. The Great Stalacpipe Organ is controlled by a standard organ keyboard, which is wired to hammerheads that strike the stalactites, bringing extraordinary music to life. It is the world's largest musical instrument spread across three acres of the caverns.
- .

- E.** In the mid-18th century the British capital, from pubs to aristocratic houses, was gripped by the 'Irish pastime' of extracting sounds from glasses filled to varying levels with water by sliding fingers over their edges. The musical effect of glasses stems from a phenomenon known as resonance. Water glasses have a natural frequency at which they will vibrate. When the vibrations from rubbing your finger match the natural frequency of the glass, the vibrations can increase to the point where you can hear a tone. This pastime quickly made its way to Paris, where it was called “verillion”, or a glass harp. A modern crystallophone is a musical instrument usually consisting of 24-36 glasses. The glasses can be tuned by pouring a certain amount of water into each one. The higher the water level is the higher the sound a glass produces.
- F.** Technology has changed literally everything, from our everyday lives to art, in every form. Have you ever heard of a laser harp? It is not even a musical instrument itself, it's an electronic musical user interface and laser lighting display. The principle is simple: it projects several laser beams played by the musician by blocking them to produce sounds, visually reminiscent of a harp. In other words, to make a sound, a laser beam is overlapped by a hand like a sound on a harp is produced by plucking fingers). There are concert and cabinet versions of this spectacular instrument, both framed and unframed, where playing the actual sound is usually handled by connecting the laser harp to a synthesizer, sampler or computer.
- G** One of the biggest and most interesting cities in Croatia, Zadar, has a plethora of surprises, both man-made and natural. One of the highlights is the legendary “Sea Organ” built in 2005. This organ plays music by way of sea waves and tubes located underneath a set of large marble steps. The waves interact with the organ and create somewhat random but harmonic sounds. This is possible thanks to a system of polyethylene tubes and a resonating cavity hidden underneath the marble steps. The device was made by the architect Nikola Bašić as part of the project to redesign the new city coast and has turned into a great tourist attraction and a blend of man-made instrument and the powers of Nature.

## Задание 11

**Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Отметьте верный вариант.**

Harvard University is a private Ivy League research university in Cambridge, Massachusetts. It was founded in 1636. In 1639, **1**\_\_\_\_ Harvard College after John Harvard, an English clergyman **2**\_\_\_\_. By the 19th century, Harvard emerged as the most prominent academic and cultural institution among the Boston elite.

Now it is the oldest institution of higher learning in the United States and one of the most prestigious and highly ranked universities in the world. Harvard's graduate schools **3**\_\_\_\_ in small numbers in the late 19th century. During World War II, students at Radcliffe College began attending Harvard classes **4**\_\_\_\_. In 1945, women were first admitted to the medical school. Between 1945 and 1960, admissions standardized to open the university to **5**\_\_\_\_; for example, after World War II, special exams were developed **6**\_\_\_\_ for admission

**Варианты:**

1. so veterans could be considered
2. who had died soon after
3. began admitting women
4. a more diverse group of students
5. it was named
6. alongside men

7. came into

### **Задание 12 -18**

**Прочитайте текст и выполните задания. В каждом задании выберите в поле ответа верный вариант.**

#### History of British Food

For many people, British food is considered dull, boring, without a taste - a cuisine full of heavy food, meat covered in too much sauce, potatoes, and overcooked pasta.

However, it is undeniable that it is a curious mix, and is a product of a myriad of foreign influences, some of which have been changed so much that it is hard to see any relation between them and the original.

Let us go back almost a thousand years to find the first major event that impacted British food. And that was with the arrival of the Normans in 1066. The influence of the invasion on British cooking was a positive one. The Normans had strong trade links with the southern Mediterranean, which in turn traded with the middle east, and therefore there were some Persian influences in Norman cuisine. The Normans also changed the meat that British people ate. Previously, the most popular meats were beef, lamb and mutton. The Normans were also fans of pork and chicken, and these two meats started to find their way onto British tables.

The next influential event is the Protestant Reformation in the 16th century when King Henry VIII took England out of the Church of Rome. Before the break with Rome, the medieval Christian calendar contained almost 200 holy days. These were days when you were not allowed to eat meat. Instead of eating meat, those that could afford it, ate fish.

After the Reformation people were allowed to eat meat any day they wanted, so fish plummeted in popularity. At the same time, there was a general move against what were regarded as dangerously foreign dishes, food with too much spice or taste. English food, plain, healthy and in its natural form was especially promoted.

The next stopping point on our British culinary journey comes with The Industrial Revolution. The Industrial Revolution brought significant advances in the way in which food could be produced. It increased crops and gave technology to preserve food.

For the British the invention of canning, of using a can to preserve food, was the most influential invention. Food became cheaper, and would last for longer.

Another related result of the Industrial Revolution was that workers spent more time working in the factories, and there wasn't a huge amount of time to cook properly.

Combined with the fact that food was cheaper and didn't really need to be prepared, many Brits just ended up eating quick, low quality food, and a lot of the culture of preparing healthy, fresh food was forgotten.

The British Empire also had a profound effect on what Britons eat - through various recipes that immigrants from the former empire brought into the country after 1945.

The Second World War brought with it austerity and food rationing, meaning limits placed on what food you were allowed to buy. This explains why the diets of those, who grew up in the 1950s and 1960s, were poor and unimaginative.

Home cooking in Britain was given a boost by the popularity and health benefits of the so-called Mediterranean diet in the 1970s. Subsequent TV cooks, such as Jamie Oliver and Gordon Ramsay, have done much to increase the glamour of cooking and thereby encourage Britons to cook more imaginatively. The result is not as bad as most people think.

#### **1 British food is**

a based on British traditions

b a product of foreign influences

c a mix of foreign dishes

## **2 The Normans changed the meals people ate by**

- a bringing Persian recipes
- b eating mainly beef, lamb and mutton
- c adding pork and chicken to popular meats

## **3 Protestant Reformation**

- a made fish dishes popular
- b made fish dishes lose their popularity
- c made European dishes popular

## **4 The Industrial Revolution**

- a made food more affordable
- b made everyone eat canned food
- c gave people more time to cook properly

## **5 The British Empire made food**

- a more varied
  - b less varied
  - c more expensive
- 6 Due to World War II food became
- a inventive
  - b unimaginative
  - c healthier

## **7 Because of TV cooks**

- a people cook at home more
- b people eat Mediterranean food
- c people watch many cooking shows

## **Раздел ГРАММАТИКА И ЛЕКСИКА**

### **Задание 19-25**

**Прочитайте текст с пропусками. Образуйте от слов, напечатанных заглавными буквами в скобках, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста.**

NASA, the space agency, has announced the start of research into the phenomenon of “abnormal **19** \_\_\_\_\_ (AIR) phenomena”. This term has replaced the usual acronym UFO, which means **20** \_\_\_\_\_ (IDENTIFIED) Flying Objects. Researchers are **21** \_\_\_\_\_ (CARE) to avoid calling them flying saucers, alien spaceships or alien technology, as the **22** \_\_\_\_\_ (DEFINE) is much broader. UFOs can include ball lightning, weather probes, secret military vehicles and even clouds of unusual shape – in short, **23** \_\_\_\_\_ (ABSOLUTE) all incomprehensible objects in the air. With exactly the same **24** \_\_\_\_\_ (STUBBORN), the public continues to believe that there are green men inside all these “glowing triangles” and “sky castles”, coming to us from other planets. From time to time, serious **25** \_\_\_\_\_ (SCIENCE) and even military agencies try to explain the nature of UFOs, but each time the result is the same: “We know nothing”.



**Задание 26-34**

**Прочитайте текст с пропусками. Из предложенных вариантов (A, B, C or D) выберите наиболее подходящий для заполнения пропуска.**

Mary Heath, a female pilot, was an Irish aviator nicknamed the Queen of the Skies, a very famous woman during the **26** \_\_\_\_\_ age of aviation. She was the first British woman to get a commercial pilot's licence, and the first to **27** \_\_\_\_\_ a parachute jump. She scandalised the society by marrying three times (at the **28** \_\_\_\_\_ of her fame she married a politician who was 45 years her senior).

She was also a well-known athlete: she was Britain's first women's javelin champion and **29** \_\_\_\_\_ a disputed world record for the high jump. Apart from taking part in many international sports **30** \_\_\_\_\_, she published a coaching manual Athletics for women and girls, which advised on basic training. In 1928, Lady Heath represented England as a judge in the 1928 Summer Olympics, the first Olympics in which women's athletics were included. But she is best-known as a pilot.

Aged 31, she became the first pilot to fly an open-cockpit plane, solo, from South Africa to Egypt, **31** \_\_\_\_\_ 9,000 miles in three months. For it she was **32** \_\_\_\_\_ as the national favourite and called 'Lady Icarus' by the media. However, her life was **33** \_\_\_\_\_ tragically short. Next year, she **34** \_\_\_\_\_ a horrific accident at the National Air Show in the USA, when her plane crashed through the roof of a building. Her health was never the same again, and she died in May 1939.

<b>26</b>	A golden	B sweet	C bright	D shiny
<b>27</b>	A put	B hold	C take	D make
<b>28</b>	A crest	B height	C fullness	D top
<b>29</b>	A did	B set	C formed	D made
<b>30</b>	A olympiads	B contests	C festivals	D competitions
<b>31</b>	A covering	B stretching	C crossing	D ranging
<b>32</b>	A exclaimed	B declared	C hailed	D quoted
<b>33</b>	A cut	B left	C stopped	D brought
<b>34</b>	A undertook	B suffered	C received	D underwent

**Задания 35-38**

**Прочитайте текст с пропусками. Образуйте от слов, напечатанных заглавными буквами в скобках, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.**

It is possible to set up a secure and confidential **35** \_\_\_\_\_ (POST) delivery service, with homing pigeons, yourself. A homing pigeon should be born where it will live. Its fathers, its mothers and its grandfathers must fly. Flying qualities are **36** \_\_\_\_\_ (GENETICAL) transmitted. Start monitoring the bird's health as early as possible. Give each

pigeon its own name. Make sure that the chick grows up **37** \_\_\_\_\_ (HEALTH).  
Show them where the **38** \_\_\_\_\_ (ENTER) and exit are, let them choose their own  
place.