



MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI

O'ZBEKISTON RESPUBLIKASI  
MAKTABGACHA VA MAKTAB TA'LIMI  
VAZIRLIGI

RESPUBLIKA TA'LIM MARKAZI



Respublika  
Ta'lim Markazi

**2022-2023-O'QUV YILI UMUMIY O'RTA TA'LIM  
MAKTABLARINING 11-SINF BITIRUVCHILARI UCHUN  
INGLIZ TILI FANIDAN YAKUNIY IMTIHON O'TKAZISH  
BO'YICHA METODIK TAVSIYA VA MATERIALLAR**



**TOSHKENT – 2023**

Respublika ta'lim markazi qoshidagi chet tillari bo'yicha Ilmiy-metodik kengashning 2023-yil 30-martdagi №1 qarori asosida foydalanishga tavsiya etildi.

Umumiy o'rta ta'lim muassasalarining 11-sinf o'quvchilari yakuniy nazorat imtihonini o'tkazish bo'yicha metodik tavsiya va materiallarni tijoriy maqsadda ko'paytirib tarqatish taqiqlanadi.

Umumiy o'rta ta'lim muassasalari metodbirlashmalari yakuniy nazorat imtihoni materiallariga 20% gacha o'zgartirishlar kiritishi mumkin.

**Tuzuvchi:**

**J.Meliboyev** – Respublika ta'lim markazi Ingliz tili metodisti v.v.b.

**Taqrizchilar:**

**B.Perdeshov** – Mirzo Ulug'bek tumanidagi 279-umumta'lim maktabining ingliz tili fani o'qituvchisi

**S.Maxmudova** – Maktabgacha va maktab ta'limi vazirligi tasarrufidagi xorijiy tillarga ixtisoslashtirilgan davlat umumta'lim maktabining ingliz tili fani o'qituvchisi

**M.Urdusheva** – Jizzax viloyati Sharof Rashidov tumani 17-sonli umumiy o'rta ta'lim maktabining ingliz tili fani o'qituvchisi

**Muxarrir:**

**Sh.Karimov** – Respublika ta'lim markazi metodisti

**Umumiy o‘rta ta’limning 11-sinf bitiruvchilari uchun ingliz  
tili fanidan yakuniy nazorat imtihoni materiallari**

## INGLIZ TILI 11-SINF

Umumiy oʻrta taʼlim maktablarining 11-sinflari uchun ingliz tili fanidan yakuniy nazorat imtihoni yozma va ogʻzaki nutq koʻnikmasini baholash yuzasidan oʻtkaziladi. Yakuniy nazorat imtihonini oʻtkazishdan maqsad oʻquvchilarning ingliz tili taʼlimi boʻyicha olgan bilim, koʻnikma va malakalarini aniqlashdan iborat. Unda yozma va ogʻzaki topshiriq 30 ta bilet dan iborat boʻlib, har bir bilet da bitta yozma va bitta ogʻzaki, jami ikkita topshiriq beriladi. Oʻquvchi olgan bilet boʻyicha yozma topshiriqni bajarishi uchun 30 minut, ogʻzaki topshiriqqa tayyorgarlik koʻrishi uchun esa 10 minutgacha vaqt beriladi.

Chet tillari chuqurlashtirib oʻqitiladigan sinflar va maktablar uchun maktab metod birlashmasi qaroriga asosan qoʻshimcha bitta ogʻzaki topshiriq beriladi va tayyorgarlik koʻrishi uchun qoʻshimcha 10 minut vaqt ajratiladi.

Oʻquvchi yozma topshiriqni bajarishda berilgan mavzu yoki vaziyat boʻyicha oʻz fikri va munosabatini yozma bayon etishi kerak. Oʻquvchi topshiriqni bajarishda yozma nutq qoidalariga amal qilishi, lugʻat boyligi, soʻzlar va gaplarni toʻgʻri qoʻllashi, leksik va grammatik birliklardan toʻgʻri foydalanishi tekshiriladi. Oʻquvchi tomonidan yozilgan matnni baholashda fikrlarning mantiqan bir-biri bilan bogʻliqligi, oʻquvchining tanqidiy va ijodiy fikrlashi, uni ingliz tilida yozma ifodalay olishi va matn hajmi 80 (sakson) ta soʻz atrofida boʻlishi hisobga olinadi.

Oʻquvchi ogʻzaki topshiriqda berilgan mavzu yuzasidan oʻz fikrini ingliz tilida erkin bayon etishi kerak. Oʻquvchi tomonidan bildirilgan fikrlar grammatik va fonetik jihatdan toʻgʻri bayon etilishi, nutqining ravonligi, mavzudan chetlashmaganligi va bildirilgan fikrlarning mantiqan bir-biri bilan bogʻliqligi hisobga olinadi. Fikrlar bayon etilayotganda, soʻz birikmalarining notoʻgʻri ifodalanishi, grammatik va fonetik qoidalarga rioya qilmaslik hollari bir gapning oʻzida ikki va undan ortiq marta kuzatilsa, oʻsha gap hisobga olinmaydi. Oʻquvchi bilet savollariga toʻliq javob bera olmasa, oʻqituvchi oʻquvchiga mavzu yuzasidan qoʻshimcha savol berishi mumkin.

Bilet asosida va qoʻshimcha tarzda berilgan har bir savolga javob 5 ballik tizim asosida baholanadi. Masalan: yozma topshiriqqa 3 ball, ogʻzaki topshiriqqa 5 ball qoʻyilsa, baholar umumlashtirilib, oʻrtacha ball chiqariladi.  $3+5=8$  va  $8:2=4$  ball.

## YOZMA TOPSHIRIQ BO‘YICHA BAHOLASH MEZONI

Yozma topshiriq quyidagi baholash mezonlari bo‘yicha baholanadi:

t/r	Baholash mezonlari	Ball
<b>1.</b>	<ul style="list-style-type: none"> <li>– Berilgan mavzu yoki vaziyatni mazmunan <b>to‘liq</b> yoritib bera olsa;</li> <li>– matndagi so‘zlar soni kamida <b>80 ta</b> bo‘lsa,</li> <li>– talab etilgan vazifa (tasvirlash, asoslash, tavsiya berish, taklif etish kabilar) <b>to‘liq</b> ifodalangan bo‘lsa;</li> <li>– mavzu yoki vaziyatga o‘z munosabatini <b>to‘g‘ri va tushunarli</b> tarzda ifodalagan bo‘lsa;</li> <li>– matn turining xususiyatlari <b>to‘g‘ri va to‘liq</b> amalga oshirilgan bo‘lsa (masalan, e-mail yozish qoidalariga amal qilish, ...);</li> <li>– vaziyatga va adresatga <b>mos</b> murojaat shakli qo‘llangan bo‘lsa;</li> <li>– matn tuzish qoidalariga <b>to‘liq</b> (kirish, xulosa) amal qilingan bo‘lsa;</li> <li>– jumlar va gaplar tizimli, uzluksiz bog‘langan bo‘lsa;</li> <li>– yozma nutqning so‘z boyligi bilan ajralib tursa, so‘z va jumlarlar o‘z o‘rnida <b>to‘g‘ri</b> qo‘llanilgan bo‘lsa;</li> <li>– grammatik birliklardan foydalangan bo‘lsa, 1-3 tagacha morfologik, sintaktik va orfografik xatolar bo‘lsa va ular mazmunni tushunishga <b>xalaqit qilmasa</b>;</li> </ul>	<b>5</b>
<b>2.</b>	<ul style="list-style-type: none"> <li>– berilgan mavzu yoki vaziyatning mazmuni yoritib berilgan bo‘lsa;</li> <li>– talab etilgan vazifa (tasvirlash, asoslash, tavsiya berish, taklif etish kabilar) ifodalangan bo‘lsa;</li> <li>– mavzu yoki vaziyatga o‘z munosabati ifodalangan bo‘lsa;</li> <li>– matn turining xususiyatlari <b>me‘yorlarga yetarlicha mos</b> amalga oshirilgan bo‘lsa (masalan, e-mail yozish qoidalariga amal qilish, ...);</li> <li>– vaziyatga va adresatga <b>yetarlicha mos</b> murojaat shakli qo‘llangan bo‘lsa;</li> <li>– matn tuzish qoidalarini <b>me‘yorlarga yetarlicha mos</b> (kirish, xulosa) ishlatilgan bo‘lsa;</li> <li>– jumlar va gaplar <b>yetarlicha mantiqan to‘g‘ri</b> ketma-ketlikda bog‘langan bo‘lsa;</li> <li>– so‘z va jumlarlar o‘rinli qo‘llangan bo‘lsa;</li> <li>– grammatik birliklardan foydalangan bo‘lsa, 4-5 tagacha <b>qo‘pol bo‘lmagan</b> morfologik, sintaktik va orfografik xatolar bo‘lsa va ular mazmunni tushunishga <b>xalaqit qilmasa</b>;</li> </ul>	<b>4</b>
<b>3.</b>	<ul style="list-style-type: none"> <li>– berilgan mavzu yoki vaziyatning mazmuni <b>qisman</b> yoritib berilgan bo‘lsa;</li> <li>– talab etilgan vazifa (tasvirlash, asoslash, tavsiya berish, taklif etish kabilar) <b>qisman</b> ifodalangan bo‘lsa;</li> <li>– mavzu yoki vaziyatga o‘z munosabatini bildirish <b>ayrim o‘rinlarda</b> mavjud bo‘lsa;</li> </ul>	<b>3</b>

	<ul style="list-style-type: none"> <li>– matn turining xususiyatlari <b>qisman</b> amalga oshirilgan bo‘lsa (masalan, e-mail yozish qoidalariga amal qilish, ...);</li> <li>– vaziyatga va adresatga murojaat shakli ayrim o‘rinlarda <b>to‘g‘ri</b> qo‘llangan bo‘lsa;</li> <li>– matn tuzish qoidalari (kirish, xulosa) <b>ayrim o‘rinlarda</b> mos ishlatilgan bo‘lsa;</li> <li>– jumlar va gaplar <b>qisman to‘g‘ri</b> (40%) mantiqan ketma-ketlikda bog‘langan bo‘lsa;</li> <li>– yozma nutqning so‘z boyligi <b>kam</b>, so‘z va jumlar <b>ayrim o‘rinlarda noto‘g‘ri</b> qo‘llangan bo‘lsa;</li> <li>– grammatik birliklardan foydalanishda 6-9 tagacha morfologik, sintaktik va orfografik xatolar bo‘lsa va ular mazmuni tushunishga <b>xalaqit qilsa</b>;</li> </ul>	
<p style="text-align: center;"><b>4.</b></p>	<ul style="list-style-type: none"> <li>– berilgan mavzu yoki vaziyat mazmuni <b>deyarli</b> yoritib berilmagan bo‘lsa;</li> <li>– talab etilgan vazifa (tasvirlash, asoslash, tavsiya berish, taklif etish kabilar) <b>deyarli</b> ifodalanmagan bo‘lsa;</li> <li>– mavzu yoki vaziyatga o‘z munosabatini bildirish mavjud bo‘lmasa;</li> <li>– matn turining xususiyatlari o‘z aksini topmagan bo‘lsa (masalan, e-mail yozish qoidalariga amal qilish, ...);</li> <li>– vaziyatga va adresatga murojaat shakli <b>noto‘g‘ri</b> qo‘llangan bo‘lsa;</li> <li>– matn tuzish qoidalari (kirish, xulosa) mos tarzda mavjud bo‘lmasa;</li> <li>– jumlar va gaplar <b>mantiqan</b> ketma-ketlikda bog‘lanmagan bo‘lsa;</li> <li>– yozma nutqning so‘z boyligi <b>juda kam</b>, so‘z va jumlar <b>noto‘g‘ri</b> qo‘llangan bo‘lsa;</li> <li>– grammatik birliklardan foydalanishda 10 va undan ortiq morfologik, sintaktik va orfografik xatolar bo‘lsa va ular mazmuni tushunishga <b>xalaqit qilsa</b>;</li> </ul>	<p style="text-align: center;"><b>2</b></p>
<p style="text-align: center;"><b>5.</b></p>	<ul style="list-style-type: none"> <li>– matn mazmunida berilgan mavzu yoki vaziyat yoritib berilmagan bo‘lsa;</li> <li>– matndagi so‘zlar soni <b>40 tadan kam</b> bo‘lsa;</li> <li>– yuqorida ko‘rsatilgan mezonlardan past darajada yozilgan bo‘lsa.</li> </ul>	<p style="text-align: center;"><b>1</b></p>

## OG‘ZAKI TOPSHIRIQ BO‘YICHA BAHOLASH MEZONI

Og‘zaki topshiriq quyidagi baholash mezonlari bo‘yicha baholanadi:

t/r	Baholash mezonlari	Ball
1.	<ul style="list-style-type: none"><li>– berilgan mavzuni <b>to‘liq</b> og‘zaki bayon qila olsa;</li><li>– mavzu yuzasidan fikrini <b>to‘liq</b> ifodalay olsa;</li><li>– <b>to‘g‘ri</b> talaffuz va intonatsiya bilan gapirsa;</li><li>– berilgan mavzuga doir savollarga <b>to‘liq</b> javob bera olsa;</li></ul>	5
2.	<ul style="list-style-type: none"><li>– berilgan mavzuni <b>biroz qiyinchilik bilan</b> og‘zaki bayon qila olsa;</li><li>– mavzu yuzasidan fikrini <b>to‘liq emas, lekin to‘g‘ri</b> ifodalay olsa;</li><li>– talaffuz va intonatsiyada <b>ozgina kamchilikka</b> yo‘l qo‘ysa;</li><li>– berilgan mavzuga doir savollarga <b>qiyinchilik bilan</b> javob bera olsa;</li></ul>	4
3.	<ul style="list-style-type: none"><li>– berilgan mavzuni <b>qisman</b> og‘zaki bayon qila olsa;</li><li>– mavzu yuzasidan fikrini <b>aniq ifodalay olmasa</b>;</li><li>– to‘g‘ri talaffuz va intonatsiyaga rioya qilmasa;</li><li>– berilgan mavzuga doir savollarga <b>qisman</b> javob bera olsa;</li></ul>	3
4.	<ul style="list-style-type: none"><li>– berilgan mavzuni <b>tushunarsiz tarzda</b> bayon qilsa;</li><li>– mavzu yuzasidan fikrini bildirsa olmasa;</li><li>– to‘g‘ri talaffuz va intonatsiyaga rioya qilmasa;</li><li>– berilgan mavzu mazmuniga doir savollarga <b>tushunarsiz tarzda</b> yoki <b>qisman</b> javob bersa;</li></ul>	2
5.	<ul style="list-style-type: none"><li>– berilgan mavzuni bir-biri bilan <b>bog‘lanmagan jumlar bilan</b> og‘zaki bayon qilsa;</li><li>– mavzu yuzasidan fikrini bildirsa olmasa;</li><li>– to‘g‘ri talaffuz va intonatsiyaga rioya qilmasa;</li><li>– matn mazmuniga doir savollarga javob bera olmasa.</li></ul>	1

**Материалы выпускного экзамена по английскому языку  
для выпускников 11 классов общеобразовательных  
школ**



Рекомендовано к использованию на основании решения №1 от 30 марта 2023 г. Научно-методического совета по иностранным языкам при Республиканском центре образования.

Запрещается воспроизводить и распространять в коммерческих целях методические рекомендации и материалы для проведения итогового контрольного экзамена для учащихся 9-го класса общеобразовательных школ.

Методические советы общеобразовательных школ могут вносить до 20% изменений в материалы итогового контрольного экзамена.

**Составитель:**

**Ж.Мелибоев** – методист английского языка Республиканского центра образования

**Рецензенты:**

**Б.Пердешов** – учитель английского языка 279-й общеобразовательной школы Мирзо Улугбекского района

**С.Махмудова** – учитель английского языка Государственной общеобразовательной школы с углубленным изучением иностранных языков при Министерстве дошкольного и школьного образования

**М.Урдушева** – учитель английского языка 17-й общеобразовательной школы Шараф-Рашидовского района Джизакской области

**Редактор:**

**Ш. Каримов** – методист Республиканского центра образования

## АНГЛИЙСКИЙ ЯЗЫК 11 КЛАСС

Итоговый экзамен по английскому языку для выпускников 11 классов общеобразовательных школ будет проводиться для оценки навыков письменной и устной речи. Целью проведения выпускного экзамена является определение знаний, навыков и квалификации учащихся в области обучения английскому языку. Материалы для экзамена состоят из 30 карточек с письменными и устными заданиями, каждая карточка содержит два задания – одно письменное и одно устное. Учащимся дается 30 минут на выполнение письменного задания на основе полученной карточки и до 10 минут на подготовку к устному заданию.

Для классов и школ с углубленным изучением английского языка на основании решения школьного методического совета будет дано одно дополнительное устное задание, и на подготовку будет выделено дополнительно 10 минут.

При выполнении письменного задания учащийся должен письменно выразить свое мнение и отношение по заданной теме или ситуации. Оценивается соблюдение учащимся правил письменной речи, соответствие содержания теме, умение использовать ряд словесных и грамматических форм, использование связных организационных моделей, эффективное использование условностей коммуникативного задания. При оценке письменного задания учитывается логическая связь идей, критическое и творческое мышление учащегося, умение изложить его на английском языке. Длина текста должна быть около 80 (восемидесяти) слов.

В устном задании учащийся должен свободно высказать свое мнение по заданной теме на английском языке. При оценке ответов учащегося учитываются поддержание последовательного грамматического и фонетического контроля над языком, гибкость в формулировании мыслей, способность создавать связный дискурс, беглость речи, использование организационных моделей, произношение и интонация. При выражении мыслей, если два и более раза в одном и том же предложении неправильно употребляются словосочетания, наблюдаются грамматические и фонетические ошибки, то это предложение не засчитывается. Если учащийся не может полностью ответить на вопросы карточки, учитель может задать учащемуся дополнительные вопросы по теме.

Ответ на каждый вопрос дается на основании карточки и дополнительно оценивается по 5-балльной системе. Например, если за письменное задание выставлено 3 балла, а за устное – 5 баллов, баллы суммируются, и итоговым баллом учащегося будет средний балл.  $3+5=8$  и  $8:2=4$  балла.

## КРИТЕРИИ ОЦЕНКИ ПИСЬМЕННОГО ЗАДАНИЯ

Письменное задание оценивается по следующим критериям:

Содержание	Баллы
<ul style="list-style-type: none"><li>– содержание <b>в полной мере и точно</b> отражает темы или ситуации, указанные в задании;</li><li>– в тексте должно быть <b>не менее 80</b> слов;</li><li>– указанные задания (напр., описание, обоснование, рекомендация, предложение) выполнены <b>полностью</b>;</li><li>– высказывание своего мнения относительно темы или ситуации сформулировано <b>правильно и понятно</b>;</li><li>– типы текстов представлены <b>правильно</b> (например, соблюдение правил написания e-mail, ...);</li><li>– представлены <b>соответствующие формы</b> обращения адресату или в определенных ситуациях;</li><li>– соблюдается последовательность и связность текста (введение, заключение);</li><li>– смысловая связь между предложениями <b>непрерывна</b>;</li><li>– словарный запас письменной речи <b>достаточно богатый</b>, слова и предложения употреблены <b>правильно</b>;</li><li>– используемые грамматические средства соответствуют уровню сложности задания, допущены <b>до 1–3 не повторяющихся</b> морфологических, синтаксических и орфографических ошибок, которые <b>не мешают пониманию содержания</b>.</li></ul>	<b>5</b>
<ul style="list-style-type: none"><li>– содержание <b>в достаточной мере</b> отражает темы или ситуации, указанные в задании;</li><li>– указанные задания (напр., описание, обоснование, рекомендация, предложение) выполнены <b>почти полностью</b>;</li><li>– высказывание своего мнения относительно темы или ситуации сформулировано <b>понятно</b>;</li><li>– типы текстов представлены <b>правильно</b> (например, соблюдение правил написания e-mail, ...);</li><li>– соответствующие формы обращения адресату или в определенных ситуациях представлены <b>соответствующим образом</b>;</li><li>– последовательность и связность текста (введение, заключение) соблюдается <b>в достаточной мере</b>;</li><li>– смысловая связь между предложениями не нарушена;</li><li>– слова и предложения употреблены <b>правильно</b>;</li><li>– используемые грамматические средства соответствуют уровню сложности задания, допущены <b>до 4–5 не грубых</b> морфологических, синтаксических и орфографических ошибок, которые <b>не мешают пониманию содержания</b>.</li></ul>	<b>4</b>
<ul style="list-style-type: none"><li>– содержание <b>частично</b> отражает темы или ситуации, указанные в задании;</li></ul>	<b>3</b>

<ul style="list-style-type: none"> <li>– указанные задания (напр., описание, обоснование, рекомендация, предложение) выполнены <b>частично</b>;</li> <li>– высказывание своего мнения относительно темы или ситуации сформировано отрывочно, не полностью;</li> <li>– типы текстов представлены <b>частично правильно</b> (например, соблюдение правил написания e-mail, ...);</li> <li>– формы обращения адресату или в определенных ситуациях представлены <b>частично правильно</b>;</li> <li>– последовательность и связность текста (введение, заключение) <b>частично нарушены</b>;</li> <li>– смысловая связь между предложениями <b>нарушена</b>;</li> <li>– словарный запас письменной речи беден, слова и предложения <b>в некоторых местах употреблены неправильно</b>;</li> <li>– используемые грамматические средства не всегда соответствуют уровню сложности задания, допущены <b>до 6–9 грубых</b> морфологических, синтаксических и орфографических ошибок, <b>которые мешают пониманию содержания</b>.</li> </ul>	
<ul style="list-style-type: none"> <li>– содержание <b>в основном не отражает</b> темы или ситуации, указанные в задании;</li> <li>– указанные задания (напр., описание, обоснование, рекомендация, предложение) выполнены <b>не полностью</b>;</li> <li>– высказывание своего мнения относительно темы или ситуации <b>не сформулировано</b>;</li> <li>– типы текстов <b>не представлены</b> (например, соблюдение правил написания e-mail, ...);</li> <li>– формы обращения адресату или в определенных ситуациях представлены <b>неправильно</b>;</li> <li>– последовательность и связность текста (введение, заключение) <b>нарушены</b>;</li> <li>– смысловая связь между предложениями отсутствует;</li> <li>– словарный запас письменной речи беден, слова и предложения употреблены <b>в основном неправильно</b>;</li> <li>– используемые грамматические средства не соответствуют уровню сложности задания, допущены <b>более 10 грубых</b> морфологических, синтаксических и орфографических ошибок, которые <b>мешают пониманию содержания</b>.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>– содержание <b>не соответствует</b> темам или ситуациям, указанным в задании;</li> <li>– количество слов в тексте <b>меньше 40</b>;</li> <li>– текст <b>не соответствует</b> указанным выше критериям.</li> </ul>	<b>1</b>

## КРИТЕРИИ ОЦЕНКИ УСТНОГО ЗАДАНИЯ

Устное задание оценивается по следующим критериям:

Содержание	Баллы
<ul style="list-style-type: none"><li>– ответ по содержанию заданной темы является <b>подробным</b>;</li><li>– мнение относительно темы или ситуации выражено <b>правильно и понятно</b>;</li><li>– произношение и интонация <b>правильные</b>;</li><li>– ответы на вопросы по заданной теме <b>обширны</b>;</li></ul>	5
<ul style="list-style-type: none"><li>– ответ по содержанию заданной темы <b>правильный, но дан с трудом</b>;</li><li>– мнение относительно темы или ситуации выражено <b>правильно, но не полностью</b>;</li><li>– произношение и интонация <b>правильные</b>, допущены <b>единичные ошибки</b>;</li><li>– ответы на вопросы по заданной теме даны <b>с затруднением</b>;</li></ul>	4
<ul style="list-style-type: none"><li>– содержание заданной темы раскрыто <b>частично</b>;</li><li>– мнение относительно темы или ситуации выражено <b>не достаточно</b>;</li><li>– произношение и интонация <b>не всегда</b> соответствуют нормам;</li><li>– <b>частично</b> ответил на вопросы по заданной теме <b>с трудностью</b>;</li></ul>	3
<ul style="list-style-type: none"><li>– ответ по содержанию заданной темы <b>не понятен</b>;</li><li>– мнение относительно темы или ситуации <b>не сформулировано</b>;</li><li>– произношение и интонация <b>не правильные</b>;</li><li>– ответы на вопросы по заданной теме <b>не понятны</b>;</li></ul>	2
<ul style="list-style-type: none"><li>– смысловая связь между предложениями <b>отсутствует</b>;</li><li>– мнение относительно темы или ситуации <b>не сформулировано</b>;</li><li>– произношение и интонация <b>не правильные</b>;</li><li>– нет ответа <b>ни на один</b> заданный вопрос.</li></ul>	1

**Final exam materials  
on English for grade 11 graduates of general secondary  
schools**

Recommended to use based on the decision No.1 of March 24, 2023 of the Scientific-Methodological Council for Foreign Languages of the Republican Education Center.

It is forbidden to reproduce and distribute methodological recommendations and materials for the final exam of the grade 9 students of general secondary schools for commercial purposes.

Methodological associations of general secondary schools can make up to 20% changes to the materials of the final control exam.

**Developed by:**

**J.Meliboyev** – Methodologist of English language of the Republican Education Center

**Reviewed by:**

**B.Perdeshov** – English language teacher at general secondary school N-279 in Mirzo Ulugbek district, Tashkent city

**S.Makhmudova** – English language teacher at the state comprehensive school specialized in foreign languages under the Ministry of Preschool and School Education.

**M.Urdusheva** – English language teacher at general secondary school N-17 in Sharaf Rashidov district, Jizzakh region

**Edited by:**

**Sh. Karimov** – Methodologist of the Republican Education Center

## **ENGLISH GRADE 11**

The final exam in English for grade 11 graduates of general secondary schools will be held to assess written and oral communication skills. The purpose of conducting the final exam is to determine the knowledge, skills and qualifications of students in English language education. It consists of 30 cards for written and oral tasks, and each card contains one written and one oral task, a total of two tasks. Students will be given 30 minutes to complete the written task based on the card they received, and up to 10 minutes to prepare for the oral task.

For classes and schools that are specialized in English, based on the decision of the school methodological council, one additional oral task will be given and an additional 10 minutes will be allocated for preparation.

The student must express his/her opinion and attitude in writing on the given topic or situation while completing the written task. The student's compliance with the rules of written speech, relevance of content to the topic, ability to use a range of vocabulary and grammatical forms, use of coherent and cohesive organizational patterns, use of the conventions of the communicative task effectively are assessed. When assessing written task, it is taken into account that the ideas are logically related to each other, the student's critical and creative thinking, the ability to express it in English. The length of the text should be around 80 (eighty) words.

In oral task, the student should freely express his/her opinion on the given topic in English. Maintaining consistent grammatical and phonetic control of the language, flexibility in formulating ideas, ability to create coherent and cohesive discourse, fluency of speech, use of organizational patterns, straightforwardness of the speech, pronunciation and intonation are taken into account in assessing student's answers. When expressing ideas, if the incorrect use of word combinations, grammatical and phonetic mistakes are observed two or more times in the same sentence, that sentence is not taken into account. If the student cannot fully answer the questions of the card, the teacher can ask the student additional questions on the topic.

The answer to each question given on the basis of the card and additionally is assessed on the basis of a 5-point system. For example, if 3 points are given to the written task and 5 points to the oral task, the points are summed up and student's final point will be the average point.  $3+5=8$  and  $8:2=4$  points.



## ASSESSMENT CRITERIA FOR THE WRITTEN TASK

The written task will be assessed according to the following assessment criteria:

#	Assessment criteria	Point
<b>1.</b>	<ul style="list-style-type: none"> <li>– all content is <b>relevant</b> to the task. Target reader is <b>fully informed</b>;</li> <li>– <b>can fully explain</b> the given topic or situation (describing, justifying, giving arguments, recommending, offering, etc.);</li> <li>– can write at least <b>80 words</b> in the text;</li> <li>– can express his/her attitude to the topic or situation in a <b>correct and understandable way</b>;</li> <li>– can write in the required format of the text (for example, following the rules of writing e-mail, ...);</li> <li>– can <b>correctly</b> address the people in the text according to the given situation;</li> <li>– can follow composition rules (introduction, main part, conclusion);</li> <li>– text is <b>well organized and coherent</b>, can use <b>variety</b> of cohesive devices;</li> <li>– uses a range of vocabulary and grammatical forms with <b>control and flexibility</b>. Occasional errors (<b>up to 3 errors</b>) may be present but do not impede understanding;</li> </ul>	<b>5</b>
<b>2.</b>	<ul style="list-style-type: none"> <li>– minor <b>irrelevances</b> and/or <b>omissions</b> may be present. Target reader is <b>informed</b>;</li> <li>– <b>can explain</b> the given topic or situation (describing, justifying, giving arguments, recommending, offering, etc.);</li> <li>– can express his/her attitude to the topic or situation;</li> <li>– can <b>generally</b> write in the required format of the text (for example, following the rules of writing e-mail, ...);</li> <li>– can address the people in the text according to the given situation <b>with some minor mistakes</b>;</li> <li>– can <b>generally</b> follow composition rules (introduction, main part, conclusion);</li> <li>– text is <b>generally organized and coherent</b>, can use cohesive devices;</li> <li>– uses a range of vocabulary and grammatical forms <b>with occasional inappropriateness</b>. Occasional errors (<b>up to 5 errors</b>) do not impede understanding;</li> </ul>	<b>4</b>
<b>3.</b>	<ul style="list-style-type: none"> <li>– <b>irrelevances and omissions</b> may be present. Target reader is <b>on the whole informed</b>;</li> <li>– can explain the given topic or situation <b>with difficulty</b> (describing, justifying, giving arguments, recommending, offering, etc.);</li> <li>– can <b>partially</b> express his/her attitude to the topic or situation;</li> </ul>	<b>3</b>

	<ul style="list-style-type: none"> <li>– can write in the required format of the text <b>with difficulty</b> (for example, following the rules of writing e-mail, ...);</li> <li>– can <b>partially</b> address the people in the text according to the given situation;</li> <li>– can follow composition rules, but <b>makes errors</b> (introduction, main part, conclusion);</li> <li>– text is <b>connected and relatively coherent</b>, use cohesive devices <b>partially</b>;</li> <li>– uses a range of <b>everyday</b> vocabulary and <b>simple</b> grammatical forms <b>with inappropriateness in some parts</b>. Errors (<b>up to 9 errors</b>) do not impede understanding;</li> </ul>	
<b>4.</b>	<ul style="list-style-type: none"> <li>– <b>irrelevances and misinterpretation</b> of the task. Target reader is <b>minimally informed</b>;</li> <li>– explain the given topic or situation <b>minimally</b> (describing, justifying, giving arguments, recommending, offering, etc.);</li> <li>– can <b>minimally</b> express his/her attitude to the topic or situation;</li> <li>– can follow the required format of the text <b>with difficulty</b> (for example, following the rules of writing e-mail, ...);</li> <li>– can address the people in the text according to the given situation <b>with difficulty</b>;</li> <li>– follow composition rules, but <b>makes errors in most parts</b> (introduction, main part, conclusion);</li> <li>– text is <b>connected and relatively coherent</b>, use a <b>limited number</b> of cohesive devices;</li> <li>– uses <b>everyday</b> vocabulary and simple grammatical forms with <b>inappropriateness in some parts</b>. While errors (<b>more than 10 errors</b>) are noticeable, meaning can still be determined.</li> </ul>	<b>2</b>
<b>5.</b>	<ul style="list-style-type: none"> <li>– content is <b>totally irrelevant</b>. Target reader is <b>not informed</b>;</li> <li>– text length is less than <b>40 words</b>;</li> <li>– text is connected and relatively coherent, using <b>basic linking words</b> and a limited number of cohesive devices;</li> <li>– uses everyday vocabulary and basic grammatical forms with <b>inappropriateness in most parts</b>. Errors impede understanding the text.</li> <li>– performance <b>below criteria for point 2</b>.</li> </ul>	<b>1</b>

## ASSESSMENT CRITERIA FOR THE ORAL TASK

The oral task will be assessed according to the following assessment criteria:

#	Assessment criteria	Point
1.	<ul style="list-style-type: none"><li>– can give <b>complete verbal explanation</b> of the given topic;</li><li>– can <b>fully</b> express his/her opinion on the topic;</li><li>– speaks with <b>correct</b> pronunciation and intonation;</li><li>– can <b>fully answer</b> the questions related to the given topic;</li></ul>	5
2.	<ul style="list-style-type: none"><li>– can explain the given topic orally with <b>some difficulty</b>;</li><li>– can express his/her opinion on the topic <b>incompletely, but correctly</b>;</li><li>– makes a <b>slight mistake</b> in pronunciation and intonation;</li><li>– can answer questions related to the given topic <b>with difficulty</b>;</li></ul>	4
3.	<ul style="list-style-type: none"><li>– can <b>partially</b> explain the given topic orally;</li><li>– <b>unable to clearly</b> express his/her opinion on the subject;</li><li>– <b>does not follow correct</b> pronunciation and intonation;</li><li>– can <b>partially</b> answer questions related to the given topic;</li></ul>	3
4.	<ul style="list-style-type: none"><li>– explains the given topic in an <b>incomprehensible</b> way;</li><li>– <b>unable to express</b> his/her opinion on the subject;</li><li>– <b>does not follow</b> correct pronunciation and intonation;</li><li>– answers questions related to the given topic <b>partially and in an unclear way</b>;</li></ul>	2
5.	<ul style="list-style-type: none"><li>– explains the given topic with sentences that are <b>not connected to each other</b>;</li><li>– <b>unable to express</b> his/her opinion on the subject;</li><li>– <b>does not follow correct</b> pronunciation and intonation;</li><li>– <b>unable to answer</b> questions related to the given topic.</li></ul>	1

## ENGLISH GRADE 11

### CARD 1

1. *Some people like eating outside. Others prefer eating at home. What are good and bad sides of eating outside and at home.*

**Write about your preference. Try to give reasons to support your argument.**

2. **Read the following paragraph and tell your opinion.**

- *What can you do to develop your skills?*
- *Why is it important to regularly work on yourself?*

“Most of us never update our skills. We think that whatever we have learned is quite enough. But good is not good when better is expected. Enlarging your knowledge regularly is the key to success. There is a saying. “Sharpen your ax before cutting the tree”.

### CARD 2

1. *Computers can now do a lot of clever things. But are they more intelligent than us? Why/Why not?*

**Support your argument with relevant ideas. Write your opinion.**

2. **Speak about smoking in public places.**

- *What is your attitude towards it?*
- *Do you think smoking in all public places should be banned?*
- *What can you advise to smokers quit smoking?*

### CARD 3

1. *You are having a birthday party this weekend? Write an invitation letter to your friend. Try to write about where you are having the party, who are coming and what kind of things you are planning to do.*

2. **Read the paragraph and answer the questions.**

- *What should you pay attention during a job-interview?*
- *Why do you think it is important?*

“If you are going to a job interview, you should follow several rules. First of all, you should take all necessary documents with you. You should be polite and show your good manners. Be clear with your working schedule. Be on time and go on your own. You should choose suitable clothes for the position you are applying for. Finally, you should take a few minutes to thank the person who interviewed you. If you have an e-mail address, send an e-mail as a thank you note”.

## CARD 4

### 1. Read the following email.

*“My laptop broke yesterday, and I need to get a new one. Tell me about your new computer. When did you get it? How much did it cost? What’s the best thing about it?  
Best wishes,  
John”.*

**Write an email to John with answers to all his questions.**

### 2. Read the following paragraph and speak about it. Answer the questions.

- *How do you think about the future?*
- *Do you think life will be more difficult or easier for the next generation?*
- *In what ways?*

“Most people think that life will be easier for the next generation. Modern high technologies will make their life comfortable. Scientific development and innovation will bring bright future. Others think life can be more difficult for our grandchildren. Increasing number of diseases and environmental problems may make people suffer. Everything may be digitalized and automatized. A lot of people may lose their jobs.”

## CARD 5

### 1. Write a blog about the book you read recently to post on social media.

**Try to include the following:**

- *What book is it?*
- *What is its main idea?*
- *Why did you like it?*
- *What can others get from that book?*

### 2. Speak about famous people.

- *Why do you think they are famous?*
- *Do you think being famous is good? Why/Why not?*

## CARD 6

### 1. Read the following question taken from internet chat page.

*“I want to improve my English. It’s really bad and I feel worried. What can I do?” What are the best ways to learn English and what can you do to raise your confidence?*

**Write an answer comment to this question.**

### 2. Speak about tourism.

- *In what ways tourism is important to develop the economy of the country?*
- *What do you suggest to develop tourism in Uzbekistan?*

### CARD 7

1. *You are going to visit a historical city soon. Write a letter to your friend living there, explain why you want to travel and ask for advice about what to do there.*

2. **Read the following paragraph and tell your opinion. Answer the questions.**

“Nowadays most teenagers want to study abroad. There are several reasons why they choose to study in foreign countries. First of all, they think they can get a good knowledge in foreign universities. They want to get more experience and become independent. Making international friends, trying different foods and experiencing new cultures are some other reasons why people want to study abroad. Moreover, some want to improve their language skills”.

- *Do you think studying abroad is good?*
- *What can you learn from studying abroad?*
- *What kind of challenges you may face?*

### CARD 8

1. **Write a small article about the place you live.**

- *Try to introduce it to visitors and provide facts that attract them.*
- *What are good and bad sides of living there?*

2. **Speak on the theme “Environmental problems”.**

- *What can we do to solve these problems?*
- *What kind of environmental problems is Uzbekistan facing now?*

### CARD 9

1. *Sometimes animals are used to test new drugs and treatments. How do you think about it? Should animals be used in research or not?*

**Write your arguments.**

2. **Speak about travelling.**

- *Do you like travelling and why?*
- *What kind of places do you prefer visiting?*
- *What can you learn from travelling?*

### CARD 10

1. *Some people like eating fast food even though they know it's bad for their health. Why do you think that is? What are the most effective ways to improve people's eating habits?*

**Write about it and provide your suggestions.**

2. **Read the following paragraph and tell your opinion. Answer the**

**questions.**

“About half of 16 and 17-year-olds in the UK have got jobs, and three quarters of this group also go to school. They do part-time jobs before or after school and at weekends. The most common jobs are babysitting (popular among girls) and paper rounds (popular with boys). Cleaning and working in a shop are also popular jobs. Teenagers do part-time jobs because they want to earn some money”.

- *What kind of part-time jobs can students do in Uzbekistan?*
- *Do you think doing a part-time job is good?*
- *What can students learn from it?*

**CARD 11**

*1. Your school is going to publish a school magazine for teenagers. Write about how you think about it. What kind of themes should be covered in the magazine?*

**Give suggestions to make the magazine popular among students.**

**2. Speak about time management.**

- *What is the benefit of good time management?*
- *What are the best ways of spending time efficiently?*
- *How do you spend your time?*

**CARD 12**

*1. Some people live in big families while others have small families. Write about your family. Is it big or small? Would you like to be a part of a big/small family? Why/Why not?*

**Give reasons to support your opinion.**

**2. Speak on the theme “Plagiarism”.**

- *What are the disadvantages of plagiarism?*
- *How can you avoid plagiarism?*

**CARD 13**

*1. Imagine that you ordered food online from a restaurant. It was delivered late and the food was not good. Write a complaint letter to the head of restaurant.*

**Explain the situation and ask for compensation for the service.**

**2. Speak about your school.**

- *What do you like about your school?*
- *What do you usually do with your friends at and outside school?*

**CARD 14**

**1. Write about school trips.**

*Do you think school trips are necessary? Why/ Why not? How can school trips help to improve learning process?*

**2. Speak about relationships.**

- *Who do you usually talk to when you need help and support?*
- *A friend, a family member or a teacher? Why?*

***Give specific example.***

**CARD 15**

*1. Some people say that students should learn all subjects at school. Others think that they should learn the subjects they are interested in. Which opinion do you support?*

**Write about it. Support your opinion with relevant reasons.**

**2. Read the paragraph and tell your opinion. Answer the questions.**

“It was the coldest winter ever. Many animals died because of the cold. The hedgehogs, realizing the situation, decided to group together to keep warm. This way they covered and protected themselves; but the quills of each one wounded their closest companions. Then they decided to distance themselves one from the other and they began to die, alone and frozen. So they had to make a choice: either accept the quills of their companions or disappear from the Earth. Wisely, they decided to go back to being together. This way they were able to survive”.

- *What is the moral of this story?*
- *Do you think teamwork is important? Why?*
- *What are the characteristics of a successful team?*

**CARD 16**

*1. Write about today’s fashion. How do you think about it? Do you think young people like to dress differently from their parents and grandparents? Why/Why not?*

**2. Speak about exams.**

- *Are you afraid of exams?*
- *What do you do to overcome this fear?*

**CARD 17**

*1. You are applying for a program of a foreign university.*

**Write a brief motivation letter. Demonstrate that you are a good candidate for the program.**

**2. Speak about leisure time.**

- *What do you usually do in your free time?*
- *Who do you spend your time with?*

**CARD 18**



1. A researcher from England sent you a letter asking about traditional clothes of different regions of your country. Her research is about similarities and differences of traditional clothes of regions.

**Write a reply including requested information.**

**2. Read the paragraph and tell your opinion. Answer the questions.**

“Communication is how we get in to each other. We have many ways of communicating with all the people in our lives. Depending on who you are communicating with there are appropriate and not so appropriate ways. Different forms of communication can make a big impact on your message. How you communicate influences the way people imagine you, especially if it is someone who doesn’t know you. Knowing the right way to communicate can open a lot of doors, but it takes practice”.

- *Why is communication important?*
- *What kind of strategies help you to be good at communicating?*
- *How can you improve your communication skills?*

### **CARD 19**

1. Write about teenage life. Is teenage life better now than in the past? Why/Why not?

**Give reasons to support why you think so.**

**2. Speak about mistakes.**

- *Do you think we can avoid mistakes?*
- *Do you often do mistakes?*
- *How do you act when you make a mistake?*
- *How do you explain your action?*

### **CARD 20**

1. Imagine you have moved to a new town and started a new school. Write an email to your friend from your previous school. Describe how you liked the town and school.

**Introduce your new friends.**

**2. Speak about sports.**

- *When was the last time you watched a sports event or took part in one?*
- *What was it?*
- *What can you say about benefits of sport?*

### **CARD 21**

1. Some people think school uniform is necessary while other do not support this idea. Write about your opinion. Do you think school uniform is necessary? Why/Why not?

**What are advantages and disadvantages of wearing school uniform?**

**2. Speak about the online shopping.**

- *Have you ever done online shopping?*
- *What are the advantages and disadvantages of online shopping?*

### **CARD 22**

*1. Most people think internet forums are good places to get advice. Do you think so? Why/Why not?*

**Write about advantages and disadvantages of getting advice from internet forums.**

**2. Speak about crime among teenagers.**

- *How much crime is there in your town?*
- *Which crimes are the biggest problem where you live?*
- *What can you suggest to reduce the crime rate?*

### **CARD 23**

*1. Some people prefer going to markets for shopping. Others like doing online shopping. Write about shopping. Which one do you prefer most? Why?*

**What are advantages and disadvantages of shopping online?**

**2. Read the paragraph and tell your opinion. Answer the questions.**

People who eat a lot of fruit and vegetables are less likely to have heart problems. You should eat at least five portions of fruit and vegetables a day. Eating too much salt can raise your blood pressure. Having too much saturated fat can cause heart disease. Having sugary food and drinks too often can cause tooth decay. Cutting down on sugar will help you control your weight. You should drink about 6 to 8 glasses of water every day and even more when the weather is warm.

- *What can you say about healthy eating?*
- *Speak about your daily food consumption.*
- *What are other good ways of staying healthy?*
- *What do you usually do to be healthy?*

### **CARD 24**

*1. Write about school rules. What rules do you disagree with at your school? What would you change at your school?*

**Support your ideas with relevant examples.**

**2. Speak about saving money.**

- *What do you usually spend your money on?*
- *What are good tips to save money?*

- *For what would you like to use your savings?*

### **CARD 25**

*1. Your friend asked for your favorite meal and how to cook it. Write about your favorite meal. Why do you like it?*

**Explain how to cook it.**

**2. Speak about online lessons.**

- *Do you think online lessons are effective? Why/Why not?*
- *What are the good and bad sides of online studying?*

### **CARD 26**

*1. You are going to apply for a foreign university. Write a formal email to the admission committee asking about application procedure.*

**Request about programs, required documents, deadlines, scholarship opportunities and etc.**

**2. Speak about personalities.**

- *How would you describe yourself?*
- *Who and what makes you angry?*
- *When and why do you have arguments?*
- *When do you like being alone?*

### **CARD 27**

*1. Would it be a good idea to have separate days off every week, instead of a weekend? Why/Why not? Write about your opinion.*

**Support your argument.**

**2. Read the paragraph and tell your opinion. Answer the questions.**

Genres of literature are important to learn. The two main categories separating the different genres of literature are fiction and nonfiction. There are several genres of literature that fall under these categories. Nonfiction refers to literature based on facts. It is the broadest category of literature. You can find many categories of books including autobiography, business, health and fitness, languages, travel, history, science, politics and others. Fiction refers to literature created from imagination. It is divided into three sub-groups: drama, poetry, narratives.

- *What is the difference between fiction and nonfiction literature?*
- *Which type of literature do you like? Why?*

### **CARD 28**

*1. Write about advantages and disadvantages of using social networks. In what ways social network can be useful/harmful?*

**Support your ideas with examples.**

**2. Speak about getting prizes.**

- *How do prizes motivate you?*
- *What national or international prizes would you like to get? Why?*

### **CARD 29**

*1. You are going to sell something online. Write an announcement about the thing you would like to sell. What is it? Why are you selling it? Why do you think others should buy it?*

**2. Speak about the pandemic.**

- *How does it affect our life?*
- *What changed in your life after pandemic?*

### **CARD 30**

*1. Write a brief personal statement about yourself. How would you describe yourself? Who and what motivated you? What helped you achieve the things you have now?*

**2. Read the following paragraph and answer the questions.**

About 90 percent of all children in most countries attend public school, which is free. The other 10 percent go to private schools, which often include additional special education. Public schools usually provide general secondary education. Private schools usually include vocational subjects like business or auto mechanics too and provide elective courses. Public schools have a lot of pupils in a classroom. But private schools have fewer students.

- *How do you think?*
- *Which is better – private or public school? Why?*

**3. Speak about good and bad sides of public and private schools.**