O‘ZBEKISTON RESPUBLIKASI VAZIRLAR MAHKAMASI HUZURIDAGI DAVLAT TEST MARKAZI

NATIONAL TESTING CENTRE UNDER THE CABINET OF MINISTERS OF THE REPUBLIC OF UZBEKISTAN

CHET TILLAR O‘QITUVCHILARINING BAZAVIY LAVOZIM MAOSHLARIGA OYLIK USTAMA BELGILASH TEST SINOVIGA TAYYORLANISH UCHUN NAMUNA TIL: INGLIZ

TEST OF ELIGIBILITY FOR MONTHLY SALARY BONUSES FOR FOREIGN LANGUAGE TEACHERS LANGUAGE: ENGLISH

The test booklet consists of **4** sub-tests.

Sub-Test 1: Listening (Questions 1-30)
Sub-Test 2: Reading (Questions 1-30)
Sub-Test 3: Lexical and Grammar Competences (Questions 1-30)
Sub-Test 4: Writing (Tasks 1-2)

Total time allowed: **3 hour 15 minutes**

YOU MUST COPY ALL YOUR ANSWERS TO THE ANSWER SHEET.

Please write your full name here: _____

(Candidate’s full name)

Please sign here: _____

(Signature)

FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!
AT THE END OF THE EXAMINATION, YOU MUST RETURN BOTH THE TEST BOOKLET AND THE ANSWER SHEET TO THE INVIGILATOR.
NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.
DO NOT OPEN THE TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO!

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SUB-TEST 1: LISTENING

The Listening Sub-Test consists of **FOUR** parts:

Part 1: Questions **1-10**

Part 2: Questions **11-16**

Part 3: Questions **17-22**

Part 4: Questions **23-30**

Each question carries **ONE** mark.

*You will hear each recording **twice**.*

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Part 1

Questions 1-5

You will hear ten utterances. Match the utterances of each speaker (1-10) with the statements below (A-L). Use each letter once only.

Note: There are TWO statements which you do not need to use.

A) Children should get pocket money if they understand its value.

B) Children shouldn't get pocket money; instead of it, they should learn its value.

C) Having a credit card can cause troubles.

D) Having a credit card needs carefully spending.

E) I believe cashless ways of payment are not safe.

F) I feel ready for any unexpected situation.

G) It is children's right to make mistakes when they use pocket money.

H) Kids are being given less pocket money than they were three years ago.

I) Pocket money helps to develop some traits of character.

J) Pocket money is a good opportunity to learn about money management.

K) Possessing a banking card is not enough.

L) Using a debit card is an ideal option for on-line shopping.

Q1. Speaker 1

Q2. Speaker 2

Q3. Speaker 3

Q4. Speaker 4

Q5. Speaker 5

Q6. Speaker 6

Q7. Speaker 7

Q8. Speaker 8

Q9. Speaker 9

Q10. Speaker 10

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Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

Part 2

Questions 11-16

You will hear a dialogue.

For questions 11-16, decide if the following statements agree with the information from the conversation.

Q11. Zoe got the article from one of her teachers.

A) True **B)** False

Q12. Zoe thinks that boys prefer friends who are funny.

A) True **B)** False

Q13. Jack says he is usually on time.

A) True **B)** False

Q14. Jack and his best friend are both in the same class.

A) True **B)** False

Q15. Jack says people who worry are unusual.

A) True **B)** False

Q16. Zoe thinks that arguing can be positive.

A) True **B)** False

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Part 3

Questions 17-22

You will hear an interview.

For questions 17-22, choose the best answer, A, B, or C.

Q17. According to the professor's theory, …

A) all people can equally enjoy benefits of free time.

B) wealthy people have more leisure time than others.

C) less prosperous people have more spare time.

Q18. The professor thinks an effective time schedule …

A) makes people happier.

B) encourages efficient work.

C) helps to avoid stress.

Q19. The professor's research on free time shows that people …

A) get nervous about wasting time.

B) never plan their leisure activities.

C) often get tired of a long rest.

Q20. The professor is sure that living fast …

A) brings about exciting experience.

B) causes stress and disorders.

C) improves the quality of life.

Q21. The professor's idea of a different lifestyle is in …

A) going back to peaceful days.

B) changing the order time dictates.

C) using breaks to slow life down.

Q22. In the professor's opinion people can avoid time pressure only if they …

A) give up regular time measurement.

B) use mobile phones and e-mail on a regular basis.

C) launch new anti-stress programmes.

NAMUNA

Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

Part 4

You will hear part of a lecture.

For questions 23-30, choose the best answer, A, B, or C.

Q23. The battle at Antietam Creek is mentioned as … in the Civil War.

A) the most prolonged

B) the most fierce

C) the most decisive

Q24. Before the Civil War, Mathew Brady …

A) used to take pictures of famous people.

B) worked for the government in Washington.

C) was involved in conflicts with celebrities.

Q25. Brady was mostly involved in …

A) taking pictures of camp life of soldiers.

B) collecting the photos later attributed to him.

C) overseeing the work of his employees.

Q26. The lecturer mentions the exhibition at New York gallery because it …

A) provided a vivid picture of the consequences of the war.

B) marked a new era in display of war technologies.

C) included the first photos of the Civil War leaders.

Q27. The New York Times mentioned that Brady …

A) portrayed soldiers as romantic heroes.

B) changed the public image of the war.

C) provoked protests among soldiers' mothers.

Q28. One of the limitations of photography of the Civil War period was …

A) prohibition to take photos at battlefields.

B) long time needed to prepare negatives.

C) impossibility to make action shots.

Q29. Newspapers of that period could NOT …

A) use photos to illustrate the story.

B) send their journalists to cover war.

C) include drawings on their pages.

Q30. The focus of the lecture is …

A) key developments in photography.

B) early periods of war documentation.

C) popularization of photo art in the USA.

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SUB-TEST 2: READING

The Reading Sub-Test consists of **THREE** parts:

Part 1: Questions **1-10**

Part 2: Questions **11-15**

Part 3: Questions **21-30**

Each question carries **ONE** mark.

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Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

Part 1

Questions 1-10

Match the following headings (A-L) to the texts (Q1-Q10).

Note: ***There are TWO extra headings which you do not need to use.***

Headings:

A) College regulations

B) Course pre-requisites

C) Cultural events

D) Exchange programmes

E) Financial assistance

F) Formal means of assessment

G) Getting around the campus

H) Goals and objectives

I) Our faculty

J) Personal identification

K) Special consideration

L) Writing skills

Q1

For many courses at our College, your marks will be based on two pieces of written work so you need to develop your skills as a writer. You will also be asked to produce some practical work to demonstrate your grasp of the subject. Most departments offer advice and guidelines on how to present your work but the requirements may vary from one department to another.

Q2

There are two examination periods each year at the end of each semester. The first period is in June and the second in November. Additionally, individual departments may have tests at other times, using various methods such as “take-home” exams or assignments.

Q3

If you feel your performance in an examination has been affected by illness or a personal problem, you should talk to the Course Coordinator in your department and complete a special form. Each case is judged on its own merits depending on individual circumstances.

Q4

The College has arrangements with similar institutions in North America, Europe and Asia. The schemes are open to all students and allow you to complete a semester or a year of your course overseas. The results you gain are credited towards your final certificate. This offers an exciting chance to broaden your horizons and enrich your learning experience in a different environment and culture.

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Q5

Youth Allowance payments or government funding may be available to full-time students. Reimbursement of travel costs may also be available in some cases. Scholarships are also on offer, but these are competitive and the closing date for applications is 31 October in the year before the one for which the funds are sought.

Q6

Your student card, which you get on completion of enrolment, is proof that you are enrolled. Please take special care of it and carry it with you when you are at the college. It is proof of who you are and you may be asked to show it to staff at any time. This card is also your discount card for the canteen as well as allowing you access to the library.

Q7

The Students' Club provides opportunities for a wide range of activities, including the production of films, plays and concerts, as well as art and photo exhibitions of work done by the students. If you have a creative idea in mind, pick up a form from the office on Level 3 of the Administration Building.

Q8

You will need to apply to do Diploma in Product Design, which includes an aptitude test and submission of a portfolio of your work. You must also have Year 12 Higher School Certificate with a minimum of 10 units (or equivalent qualification).

Q9

Students are prepared for placement in the product and industrial design industry by learning skills in computer modelling and creative design practices. Working on a wide range of products, students will learn to identify, design and develop innovative products for a broad range of markets including consumer products, furniture, lighting and industrial products. This course encourages students to explore the relationship between objects, people and products and how they are used in functional, cultural and social contexts. There is a strong emphasis on working together in groups on problem-solving tasks, as well as the development of a professional portfolio.

Q10

Ian Ingram, head teacher of product design and development at the college, has worked in the design industry for over 20 years. A graduate from the Glasgow School of Art, Ingram completed post-graduate studies in Design and Management in both Scotland and Australia. "Our teachers are all still currently working in industry, so they bring a common sense understanding of how things work in what our students like to call the 'real world'. We have worked closely with leading designers to identify a comprehensive list of skills and practices essential to anyone wanting to develop a career in the product design industry." He says that the course is well respected by the design industry, with most students gaining full-time work in product design soon after graduating.

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Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

Part 2

Questions 11-20

Read the text and the following questions.

For each question, mark the correct letter, A, B, C or D, on your answer sheet.

Every year, thousands of students fly to the United States to spend their holidays working at summer camps, in return, they get a free return flight, full board, pocket money and the chance to travel. Lucy Gribble joined Camp America and spent eight weeks working at a summer camp for six to sixteen-year-olds.

I applied at the last minute and was so thrilled at the prospect of spending the holidays doing something more exciting than working in the local supermarket that I hastily accepted the only job left - in the camp laundry.

I started to have my doubts while squashed between the windsurfing instructor and the aerobics teacher during the bumpy three-hour ride to the camp, about 90 miles from New York City.

On arrival, I was told by the camp director that I would be doing the washing for 200 children - on my own. For the first week, **the party** sent out by the jobs agency - seven English students and one Welsh, one Pole and one Australian became a full-time cleaning squad, getting the place ready for its grand opening.

We swept out dead birds from the bunkrooms; scrubbed the lavatories, gymnasium and kitchen; polished the cooking equipment; mowed the lawns; put up the sports nets, and logged any luggage sent on ahead to the bedrooms.

After the children's arrival I had to work from 8.45 in the morning to 10.30 at night to get all my work done. “Don't worry”, said the director. “The kids always throw all their clothes in the wash after five minutes in the first week.” I smiled through gritted teeth.

Considering there was no hot water in the laundry and the rickety old machines, the washing came out remarkably well. But with so many clothes to wash and dry, some washing did get mixed up. I had six-year-olds marching up and telling me their parents would be very angry if I did not find their favourite sweater.

The kitchen workers and myself found ourselves at the bottom of the camp's class system. We were never invited to join in the evening activities and at the talent show we were the only six out of the entire camp to be excluded. When we did manage to get out of the camp, our evenings tended to consist of eating ice-cream in the local gas station or driving 20 miles to a restaurant to drink cheap lemonade. Despite the unexciting venues, we made the best of the situation and enjoyed a lot of laughs throughout the summer.

The camp itself had a large lake and excellent sporting activities. But because organised activities for the children carried on into the evening, we usually only got the chance to use the tennis courts or the swimming pool.

I shared a room with three 18-year-old girls from New York. They had never been away from home before and spent most of the night screaming with excitement. They each had three trunks full of clothes and thought it was hilarious that I had only a rucksack. On some nights the only way to get any rest was to 'go sick' and sleep in the medical centre.

The camp food was poor with child-sized portions; fresh fruit and vegetables were rare. One catering worker even stood over the pineapple rings checking that you took only one each.

The plus points of the camp were the beautiful parkland setting, meeting a great bunch of travelling companions and managing to work my way through far more of my course books for my English degree than I would have done back home.

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And without Camp America's free flight to the US - and a rail ticket from my parents - I would never have seen Niagara Fails, climbed the Empire State building, visited Washington DC or had my picture taken with Mickey Mouse at Disney World, all of which I did after the camp dosed down.

Q11. Why did Lucy take a job in the camp laundry?

A) She thought the work sounded exciting.

B) There was no other work available.

C) She wasn't qualified for any other work.

D) It seemed to be the easiest work.

Q12. Lucy was surprised to find that …

A) the camp was so far from New York City.

B) there would be so many children at the camp.

C) she would be working without any help.

D) there was to be a party during the first week.

Q13. In paragraph 4, the word "party" (in bold) is used to mean …

A) a social event.

B) a political organization.

C) a legal company.

D) a group of people.

Q14. The director thinks that the first week was the worst because …

A) the children used the laundry more.

B) the children's clothes were dirtier.

C) the laundry equipment wasn't working well.

D) Lucy was still learning how to do the job.

Q15. One problem she had in her work was that …

A) the colours in the clothes ran together.

B) some clothes got damaged in the wash.

C) she couldn't get the clothes completely clean.

D) some clothes got temporarily lost.

Q16. Lucy and the kitchen workers …

A) were the slowest at teaming their jobs.

B) had to organise their own social life.

C) didn't get on together very well.

D) used to avoid the evening activities.

Q17. She sometimes didn't sleep in her room because …

A) she didn't feel very well.

B) she had argued with her room males.

C) the room was very untidy.

D) the room was too noisy.

Q18. One thing Lucy didn't like about the meals was that …

A) the helpings were very small.

B) the food was usually overcooked.

C) there was never any fruit.

D) people watched you while you ate.

Q19. One advantage of her time at the camp was that Lucy…

A) was able to enjoy several sporting activities.

B) managed to save up some money.

C) had time to spend studying.

D) joined the children on visits to places of interest.

Q20. After the camp closed down, Lucy …

A) did some travelling.

B) visited her parents.

C) found a similar job in Disneyland.

D) regretted of her time in camp.

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Part 3

Questions 21-30 are based on the following text.

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University In the USA and the world's leading expert on intelligence. His research reveals the existence of a totally new variety: practical intelligence.

Professor Sternberg's astonishing finding is that practical intelligence, which predicts success in real life, has an inverse relationship with academic intelligence. In other words, the more practically intelligent you are, the less likely you are to succeed at school or university. Similarly, the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence.

Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence) tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks. But IQ ran into trouble when it became apparent that some high scorers failed to achieve in real life what was predicted by their tests.

Emotional intelligence (EQ), which emerged a decade ago, was supposed to explain this **deficit**. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills. EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others. While social or emotional intelligence was a useful concept in explaining many of the real-world deficiencies of super intelligent people, it did not go any further than the IQ test in measuring success in real life. Again, some of the most successful people in the business world were obviously lacking in social charm.

Not all the real-life difficulties we face are solvable with just good social skills - and good social acumen in one situation may not translate to another. The crucial problem with academic and emotional intelligence scores is that they are both poor predictors of success in real life. For example, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.

Professor Sternberg's group at Yale began from a very different position to traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not. Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests - as in real life - there are several different solutions to the problem.

The Yale group found that most of the really useful knowledge which successful people have acquired is gained during everyday activities - but typically without conscious awareness. Although successful people's behaviour reflects the fact that they have this knowledge, high achievers are often unable to articulate or define what they know. This partly explains why practical intelligence has been so difficult to identify.

Professor Sternberg found that the best way to reach practical intelligence is to ask successful people to relate examples of crucial incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs. It would appear that one of the best ways of improving your practical intelligence is to observe master practitioners at work and, in particular, to focus on the skills they have acquired while doing the job. Oddly enough, this is the basis of traditional apprentice training. Historically, the junior doctor learnt by observing the consultant surgeon at work and the junior lawyer by assisting the senior barrister.

Another area where practical intelligence appears to resolve a previously unexplained paradox is that performance in academic tests usually declines after formal education ends. Yet most older adults contend that their ability to solve practical problems increases over the years. The key implication for organizations and companies is that practical intelligence may not be detectable by conventional auditing and performance measuring procedures. Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses.

Perhaps the biggest challenge is in recruitment, as these new studies strongly suggest that paper qualifications are unlikely to be helpful in predicting who will be best at solving your company's problems. Professor Sternberg's research suggests that we should start looking at companies in a completely different way - and see them as places where a huge number of problems are being solved all the time but where it may take new eyes to see the practical intelligence in action.

Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

Questions 21-25. Choose the correct answer, A, B, C or D.

Q21. Professor Sternberg's study showed that …

A) qualifications are a good indicator of success at work.

B) education can help people cope with real-life problems.

C) intelligent people do not always achieve well at school.

D) high grades can indicate a lack of practical intelligence.

Q22. What is the 'deficit' referred to in the fourth paragraph?

A) People with high IQ scores could not score well in EQ tests.

B) EQ tests were unable to predict success at work.

C) High IQ scores did not always lead to personal success.

D) People with high EQ scores could not cope with real life.

Q23. Professor Sternberg's research differed from previous studies because …

A) he used verbal testing instead of mathematics.

B) he began by establishing a definition of intelligence.

C) he analyzed whether intelligence could predict success in real life.

D) he wanted to find out what was different about successful people.

Q24. Part of the reason why practical intelligence had not been identified before Professor Sternberg's study is that …

A) the behaviour of successful people had never been studied.

B) successful people are too busy with their everyday lives.

C) successful people cannot put their knowledge into words.

D) successful people are unaware of their own abilities.

Q25. In order to increase the practical intelligence of employees, companies need to …

A) adopt an apprentice-style system.

B) organise special courses.

C) devise better training manuals.

D) carry out an audit on all employees.

For questions 26-30, complete the sentences. Match a sentence ending (A-C) to the beginning of the sentence. Note: Any sentence ending can be used more than once.

Q26. Tests measuring skills that are likely to improve with age are …

Q27. Tests that can be successfully used to asses people's social skills are …

Q28. Tests that measure the ability to deal with real-life difficulties are …

Q29. The oldest of the three tests are …

Q30. Those who are more likely to stay calm in difficult situations score high in …

Sentence endings:

A) academic intelligence (IQ) tests.

B) emotional intelligence (EQ) tests.

C) practical intelligence tests.

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SUB-TEST 3: LEXICAL AND GRAMMAR COMPETENCES

The Lexical and Grammar Competences Sub-Test consists of **THREE** parts:

Part 1: Questions **1-10**

Part 2: Questions **11-20**

Part 3: Questions **21-30**

Each question carries **ONE** mark.

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Part 1

Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Note: ***There are TWO extra names which you do not need to use.***

Greg Hochmuth was one of the first software engineers **hired at Instagram (Q1)**. He worked on a team in 2012 **that developed the first Android app for the slick photo-sharing service (Q2)**. In its first 24 hours, the app was downloaded more than one million times.

But Mr. Hochmuth eventually came to realize that **the platform's pleasing features (Q3)** — the interface that made it easy for people to upload and share beautiful images, the personalized suggestions of accounts to follow — also had potential downsides.

The same design qualities that make **an app (Q4)** enthralling, he said, may also make it difficult for people to put down. And the more popular such services become, the more appeal they hold for users — a phenomenon known as the network effect.

"**Once people come in (Q5)**, then the network effect kicks in and there's an overload of content. People click around. There's always another hashtag to click on," Mr. Hochmuth, who left Instagram **last year (Q6)** and started his own data consulting firm in Manhattan, told me recently. "Then it takes on its own life, like an organism, and people can become **obsessive (Q7)**."

Now Mr. Hochmuth and Jonathan Harris, an artist and computer scientist, have collaborated on a project **that (Q8)** explores the implications of such compelling digital platforms for the human psyche. Titled "Network Effect," the site invites users to click through a video and audio smorgasbord of human behavior. It includes 10,000 clips of people primping, eating, kissing, blinking and so on.

Unlike delectable cooking apps or engrossing music streaming apps that may elicit pleasure responses in the brain, however, the voyeuristic site is deliberately disjointed and discomfiting. **To challenge the idea that people entirely exercise free will during their online sessions (Q9)**, the site also automatically turns itself off after a few minutes, shutting out users for 24 hours.

"The endpoint **makes you reflect (Q10)**," Mr. Hochmuth said. "Do I want to keep browsing and clicking and being obsessed? Or do I want to do something else?"

As the site underscores, digital life keeps us hooked with an infinite entertainment stream as its default setting. Tech companies often set it up that way.

Names of structures

A) Adverbial Clause of Time
B) Adverbial Modifier of Time
C) Attribute
D) Causative Structure
E) Demonstrative Pronoun
F) Modifier of Reason
G) Object
H) Predicate
I) Predicative
J) Relative Clause
K) Relative Pronoun
L) Subject

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Part 2

Questions 11-20

Read the text below and choose the correct word for each space.

It was a routine problem for an executive wife. Jennifer Murray's husband had **(Q11) …** himself to an expensive new toy but did not have the time to use it. So she decided to **(Q12) …** a go herself. It was a helicopter. Today, the 56-year-old grandmother **(Q13) …** off to try to become the first woman to fly a small helicopter around the world. She admits: It's crazy.'

Mrs Murray plans to stop in 26 countries in 97 days, **(Q14) …** desert sandstorms and tropical monsoons on the 40,000-kilometre route. With her co-pilot, she took a survival course in which they went through a practice crash-landing in water.

Aboard their four-seater helicopter, two seats have **(Q15) ...** way for an extra fuel tank which will slow them down but ensure that they can go up to 1250 kilometres on a single stretch. They are also carrying special equipment to enable them to survive in freezing conditions in the **(Q16) …** of a mechanical breakdown.

Mrs Murray said of her husband: 'It's all his fault. He bought a helicopter but he didn't have time to learn to fly it, so he **(Q17) …** I learn. Now I really have the bug.' After flying for three years, she said as a joke that she should try a trip around the world. She was **(Q18) …** seriously and planning began. Mr Murray can now fly but he is too busy to make the global trip, and will instead meet her on several stopovers.

The trip is costing hundreds of thousands of pounds but they have succeeded in **(Q19) ...** about half the cost through sponsorship from various companies. They hope to **(Q20) …** about £500,000 for charity.

Q11.	**A)** purchased	**B)** treated	**C)** allowed	**D)** entertained
Q12.	**A)** hold	**B)** do	**C)** get	**D)** have
Q13.	**A)** comes	**B)** sets	**C)** leaves	**D)** turns
Q14.	**A)** risking	**B)** gambling	**C)** endangering	**D)** daring
Q15.	**A)** moved	**B)** changed	**C)** let	**D)** made
Q16.	**A)** event	**B)** happening	**C)** matter	**D)** occasion
Q17.	**A)** suggested	**B)** indicated	**C)** warned	**D)** persuaded
Q18.	**A)** caught	**B)** taken	**C)** considered	**D)** given
Q19.	**A)** fulfilling	**B)** satisfying	**C)** matching	**D)** meeting
Q20.	**A)** mass	**B)** pile	**C)** raise	**D)** grow

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Part 3

Questions 21-30

In the following text, each sentence (21-30) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

Q21.	Anyone who **owns (A)** a pet is familiar with **the range (B)** of communication **possible (C)** between animals and humans.	**D – no mistake**
Q22.	A cat, for example, makes noises **to indicate (A)** it's hungry, injured, scared, contented, or **playfully (B)**, and if the owner calls its name, it usually comes, even **from (C)** a distance.	**D – no mistake**
Q23.	Cats **signal (A)** **each other (B)** vocally - they hiss to threaten intruders; they wail when **seek (C)** a mate.	**D – no mistake**
Q24.	But **to what extent (A)** is their communication **a form (B)** of language similar **with (C)** our own?	**D – no mistake**
Q25.	Myths and legends in all cultures contain stories **with (A)** speaking animals, **so (B)** presumably people once believed animals **possessing (C)** language.	**D – no mistake**
Q26.	The power and wisdom of animals **was (A)** also **a significant (B)** component, and in English today, we still describe someone **as·(C)** “a wise old owl”.	**D – no mistake**
Q27.	But were **these (A)** tales **merely (B)** indirect ways of teaching moral **concepts (C)**?	**D – no mistake**
Q28.	Were **the 'wise' (A)** animals **considered (B)** more effective messengers **as (C)** human characters?	**D – no mistake**
Q29.	Perhaps once it was considered easier **to learn (A)** from a bear **sting (B)** by bees while stealing honey that theft is antisocial, or from a tortoise who says: 'I shall win this race with the hare!' that being slow but determined **results (C)** in success.	**D – no mistake**
Q30.	However, **because (A)** human relationships with animals have diminished due to today's **highly (B)** urbanised culture, our overall interest in them **has dwindled (C)**.	**D – no mistake**

Tijoriy maqsadlarda foydalanish (**sotish**, ko'paytirish, tarqatish) qonunan **taqiqlanadi**.

SUB-TEST 4: WRITING

The Writing Sub-Test consists of **TWO** tasks:

Task **1** carries **TEN** marks. Task **2** carries **TWENTY** marks.

Task 1

You have seen an advertisement in your local newspaper requesting ideas for a local TV documentary programme.

Write a letter to the newspaper. In your letter, you should say:

- who you are;

- what your idea for the TV documentary is;

what the programme could include.

Do not include any address.

Write your letter in an appropriate style and format in **150** words on your answer sheet.

You do not need to write your address.

Begin your letter as follows:

Dear Sir or Madam, ….

.I

Task 2

To what extent do you *agree* or *disagree* with the following statement?

The government should encourage industries and businesses to move to regional areas outside big cities.

State:

- whether you agree or disagree with the statement;
- bring examples to justify your opinion;
- include personal examples where appropriate.

Your essay should follow the structure:

- Introduction
- Body (the main part) with two or more paragraphs
- Conclusion

Write your essay in appropriate style and format in **250 words** on your

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