



**O'ZBEKISTON RESPUBLIKASI
VAZIRLAR MAHKAMASI
HUZURIDAGI
DAVLAT TEST MARKAZI**

**STATE TESTING CENTRE UNDER
THE CABINET OF MINISTERS
OF THE REPUBLIC OF
UZBEKISTAN**

**CHET TILINI BILISH DARAJASINI BAHOLASH MILLIY TIZIMI
TIL: INGLIZ
DARAJA: B2**

**NATIONAL SYSTEM
OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY
LANGUAGE: ENGLISH
LEVEL: B2**

NAMUNAVIY VARIANT

SAMPLE TEST BOOKLET

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

Sub-Test 1: Listening (Questions 1-30)

Sub-Test 2: Reading (Questions 1-30)

Sub-Test 3: Lexical and Grammar Competence (Questions 1-30)

Sub-Test 4: Writing (Tasks 1-2)

The total time allowed **2 HOURS 40 MINUTES** (after finishing audio for Listening)
You will **NOT** be allowed **EXTRA TIME** to copy your answers to the answer sheet.

YOU MUST COPY ALL YOUR ANSWERS TO THE ANSWER SHEET.

(Candidate's full name)

(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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PAPER 1: LISTENING

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

Part 1: Questions 1-6

Part 2: Questions 7-14

Part 3: Questions 15-22

Part 4: Questions 23-30

Each question carries **ONE** mark.

You will hear recording twice

SAMPLE



PART 1

*You will hear people talking in six different situations.
For questions 1-6 choose the best answer A, B or C.*

Q1. You overhear a conversation in a hairdresser's.

What does the customer decide to have?

- A) her normal style
- B) a light perm
- C) a different style

Q2. You hear two people talking about a holiday they booked recently.

Why are they unhappy?

- A) They were given bad advice.
- B) Hotel prices have gone down.
- C) They should have booked online.

Q3. You hear a woman talking to her son about studying. When did he start studying?

- A) half an hour ago
- B) at seven o'clock
- C) at midday

Q4. You hear an announcement in a department store.

Where should you go if you want a knife for cutting meat?

- A) first floor
- B) second floor
- C) ground floor

Q5. You hear a woman talking about a furniture shop she visited. What did she buy?

- A) an armchair
- B) an oak wardrobe
- C) a sofa bed

Q6. You hear two people discussing what to give their friend for his birthday. What do they decide to do?

- A) to give him money instead of gift
- B) to buy him something unusual
- C) to ask Mike what he wants



PART 2

You will hear someone giving a talk.

For questions 7-14, choose the best answer, A, B, or C.

Q7. Mooncake ...

- A) was the first thing to taste in Japan.
- B) is popular in many parts of the world.
- C) reached western societies long ago.

Q8. The narrator's most favourite mooncake is the one with ...

- A) dried fruit.
- B) chocolate.
- C) nuts.

Q9. When the narrator was in Shanghai, ...

- A) he usually had his favourite coffee with milk.
- B) the Chinese were celebrating the Moon Festival.
- C) the Moon Festival was held earlier than usual.

Q10. During the moon festival, the narrator ...

- A) learned to cook mooncake from the Chinese family.
- B) was informed that the cake might have the maker's name.
- C) found out the rabbit or flowers on top were not eatable.

Q11. According to the narrator, mooncake is ...

- A) relatively complicated to prepare.
- B) frequently cooked at home.
- C) only given as a present in gift boxes.

Q12. The host family ...

- A) have sent a mooncake to their employer.
- B) are originally far from Shanghai.
- C) gave a mooncake as a parting gift.

Q13. The mooncake the narrator took ...

- A) was as sweet as ordinary mooncakes.
- B) seemed too salty for his liking.
- C) contained meat as an ingredient.

Q14. In the past, the mooncake was ...

- A) used as a means of communication.
- B) first made during the Ming Revolution.
- C) cut into four slices to scribe a message.



PART 3

You will hear a conversation.

For questions 15-22, choose the best answer, A, B, or C.

Q15. Unexpected wind changes ...

- A) only happen during thunderstorms and typhoons.
- B) can cause problems when the flight begins or finishes.
- C) are the most dangerous and frequent hazards.

Q16. Turbulence can be avoided ...

- A) by altering the direction.
- B) only in critical situations.
- C) when it is less risky.

Q17. Taking off is a bit more hazardous because ...

- A) it needs more speed than landing.
- B) there is very little time to take an action.
- C) it is impossible to stop the taking off.

Q18. Seatbelts should be fastened ...

- A) only when the plane is moving on the ground.
- B) if there is sudden and severe turbulence.
- C) even when the seatbelt light is off.

Q19. Why is it important to listen to safety information?

- A) Because most aircrew has no idea where the exits are.
- B) Because you will have more chance to survive.
- C) Because the plane is dark and full of smoke.

Q20. Lifejackets are useless because ...

- A) there is not enough time to put them on during the crash.
- B) there is usually no need for them in the sea.
- C) there is little chance of survival if the crash happens.

Q21. Some airports can be more dangerous than others if ...

- A) they are not equipped with advanced technology.
- B) even experienced pilots cannot land there.
- C) it is hard for pilots to practice on a simulator.

Q22. The problem with language use is that ...

- A) the official language of the air is English.
- B) very few people have descent English.
- C) pilots and controllers are forced to know English.



Part 4

You will hear a part of a lecture.

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

Q23. Why are amateur journalists generating more news?

- A) Because amateur journalists are closer to important events.
- B) Because big organisations are no longer interested in making news.
- C) Because the advent of technology has made it possible.

Q24. In the past, someone who wanted to express an opinion ...

- A) could only write an article to a newspaper.
- B) had little chance to make it known.
- C) had to write about local issues.

Q25. Amateur journalism ...

- A) has grown into influential media.
- B) can become a profitable business.
- C) needs advertising to survive.

Q26. In order to write an article, you should ...

- A) build the article with smaller details.
- B) catch the reader's interest with major facts.
- C) ask all the factual questions first.

Q27. So that you can hold the readers' attention, you should ...

- A) put in live interviews instead of the article.
- B) get all the facts from the people involved.
- C) add some words by people witnessing the event.

Q28. One can also hold the attention by ...

- A) verifying the facts in the article.
- B) rewriting the article several times.
- C) making the article clear and concise.

Q29. The article doesn't need to ...

- A) have a conclusion.
- B) be very short.
- C) end too soon.

Q30. Illustrations in the article ...

- A) can draw more attention.
- B) are more important than headlines.
- C) make people read the article more carefully.



PAPER 1: READING

The Reading 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.

SAMPLE



PART 1

Answer the questions 1-10 on the following texts.

At three in the morning the chief Sussex detective, obeying the urgent call from Sergeant Wilson of Birlstone, arrived from headquarters in a light dog-cart behind a breathless trotter. By the five-forty train in the morning he had sent his message to Scotland Yard, and he was at the Birlstone station at twelve o'clock to welcome us. White Mason was a quiet, comfortable-looking person in a loose tweed suit, with a clean-shaved, ruddy face, a stoutish body, and powerful bandy legs adorned with gaiters, looking like a small farmer, a retired gamekeeper, or anything upon earth except a very favourable specimen of the provincial criminal officer.

"A real downright snorter, Mr. MacDonald!" he kept repeating. "We'll have the pressmen down like flies when they understand it. I'm hoping we will get our work done before they get poking their noses into it and messing up all the trails. There has been nothing like this that I can remember. There are some bits that will come home to you, Mr. Holmes, or I am mistaken. And you also, Dr. Watson; for the medicos will have a word to say before we finish. Your room is at the Westville Arms. There's no other place; but I hear that it is clean and good. The man will carry your bags. This way, gentlemen, if you please."

He was a very bustling and genial person, this Sussex detective. In ten minutes we had all found our quarters. In ten more we were seated in the parlour of the inn and **being treated to a rapid sketch of those events** which have been outlined in the previous chapter. MacDonald made an occasional note, while Holmes sat absorbed, with the expression of surprised and reverent admiration with which the botanist surveys the rare and precious bloom.

"Remarkable!" he said, when the story was unfolded, "most remarkable! I can hardly recall any case where the features have been more peculiar."

"I thought you would say so, Mr. Holmes," said White Mason in great delight. "We're well up with the times in Sussex. I've told you now how matters were, up to the time when I took over from Sergeant Wilson between three and four this morning. My word! I made the old mare go! But I need not have been in such a hurry, as it turned out; for there was nothing immediate that I could do. Sergeant Wilson had all the facts. I checked them and considered them and maybe added a few of my own."

"What were they?" asked Holmes eagerly.

"Well, I first had the hammer examined. There was Dr. Wood there to help me. We found no signs of violence upon it. I was hoping that if Mr. Douglas defended himself with the hammer, he might have left his mark upon the murderer before he dropped it on the mat. But there was no stain."

"That, of course, proves nothing at all," remarked Inspector MacDonald. "There has been many a hammer murder and no trace on the hammer."

"Quite so. It doesn't prove it wasn't used. But there might have been stains, and that would have helped us. As a matter of fact, there were none. Then I examined the gun. They were buckshot cartridges, and, as Sergeant Wilson pointed



out, the triggers were wired together so that, if you pulled on the hinder one, both barrels were discharged. Whoever fixed that up had made up his mind that he was going to take no risk of missing his man. The sawed gun was not more than two foot long — one could carry it easily under one's coat. There was no complete maker's name; but the printed letters P-E-N were on the fluting between the barrels, and the rest of the name had been cut off by the saw."

"A big P with a flourish above it, E and N smaller?" asked Holmes.

"Exactly."

"Pennsylvania Small Arms Company — well-known American firm," said Holmes.

White Mason gazed at my friend as the little village practitioner looks at the Harley Street specialist who by a word can solve the difficulties that perplex him.

"That is very helpful, Mr. Holmes. No doubt you are right. Wonderful! Wonderful! Do you carry the names of all the gun makers in the world in your memory?"

Holmes dismissed the subject with a wave.

"No doubt it is an American shotgun," White Mason continued. "I seem to have read that a sawed-off shotgun is a weapon used in some parts of America. Apart from the name upon the barrel, the idea had occurred to me. There is some evidence then, that this man who entered the house and killed its master was an American."

MacDonald shook his head. "Man, you are surely travelling overfast," said he. "I have heard no evidence yet that any stranger was ever in the house at all."

"The open window, the blood on the sill, the queer card, the marks of boots in the corner, the gun!"

"Nothing there that could not have been arranged. Mr. Douglas was an American, or had lived long in America. So had Mr. Barker. You don't need to import an American from outside in order to account for American doings."

"Ames, the butler —"

"What about him? Is he reliable?"

"Ten years with Sir Charles Chandos — as solid as a rock. He has been with Douglas ever since he took the Manor House five years ago. He has never seen a gun of this sort in the house."

"The gun was made to conceal. That's why the barrels were sawed. It would fit into any box. How could he swear there was no such gun in the house?"

"Well, anyhow, he had never seen one."

MacDonald shook his obstinate Scotch head. "I'm not convinced yet that there was ever anyone in the house," said he. "I'm asking you to conseedar" (his accent became more Aberdonian as he lost himself in his argument) "I'm asking you to conseedar what it involves if you suppose that this gun was ever brought into the house, and that all these strange things were done by a person from outside. Oh, man, it's just inconceivable! It's clean against common sense! I put it to you, Mr. Holmes, judging it by what we have heard."



Questions 1-10. Choose the correct answer A, B, C, or D.

Q1. The chief detective of Sussex ...

- A) had facial features of an ordinary law enforcement employee.
- B) was instructed to meet the narrator in the station by Sergeant Wilson.
- C) bore no resemblance to a crime investigator.
- D) did not seem to be attentive of his appearance.

Q2. Why did detective Mason wanted to close the case as soon as possible?

- A) He had other matters to deal with.
- B) He thought reporters would meddle with the case.
- C) He had a negative opinion of detective MacDonald.
- D) He thought it was too peculiar a case.

Q3. The expression “being treated to a rapid sketch of those events” means ...

- A) having a rough drawing of the events.
- B) being given a brief description of the events.
- C) looking at the details of the event closely and carefully.
- D) reviving the events in front of a special audience.

Q4. Why did Holmes take the story as though he were a botanist examining a rare flower?

- A) He liked the way detective Mason spoke.
- B) He was interested in rare plants.
- C) He was intrigued by the story.
- D) He liked to impress his audience.

Q5. The victim might have tried to prevent the attack with the hammer ...

- A) though it did him no good.
- B) so he dropped it on the mat.
- C) because it was a usual instrument to use in such cases.
- D) but it carries no indication of assault.

Q6. The firing mechanism of the gun was altered ...

- A) so that it could shoot easier.
- B) so that the victim would have no chance to survive.
- C) in order barrels could be discharged one by one.
- D) because it had some stains.



Q7. The look detective Mason gave to Holmes when he discovered that the gun was made in the US was that of ...

- A) astonishment and admiration.
- B) confusion and uncertainty.
- C) respect and agitation.
- D) doubt and mistrust.

Q8. Detective MacDonald suggests that detective Mason ...

- A) is wrong to think that the victim was killed with an American weapon.
- B) should definitely consider the possibility of the murderer being a foreigner.
- C) seems to be too quick to jump into conclusions.
- D) must take all the details into account.

Q9. The gun was made shorter ...

- A) in order to make it compact.
- B) lest it should give murderer away.
- C) so as to get rid of manufacturer's name.
- D) so that he could fool the investigators.

Q10. Why does Detective MacDonald refuse to believe that someone from outside committed the crime?

- A) There is not enough evidence to assume this.
- B) Butler Ames is not a reliable source.
- C) Manor House is too well-protected.
- D) Mr. Douglas was himself an American.



PART 2

Answer the questions 11-20 on the following texts.

Experts have been predicting the death of newspapers for over 50 years. Television was supposed to kill them off, and it did have some small effect. The sales of some papers began to decline from the middle 1950s, when commercial television started, and a few went out of business. But other papers prospered and new ones were launched, some thriving so much that they sold several million copies a day.

So, those who thought television would finish off the Press were wrong. It is difficult, though, to be so sure the same will be true of the Internet. Almost every daily and Sunday national newspaper in this country is selling fewer copies than it was five years ago. In some cases, the decline has been dramatic.

The Internet, of course, is not the only factor. The natural markets for some papers, those aimed at industrial workers for instance, was already shrinking in the late 20th century. What has been happening since then is that the Internet has further reduced the circulation of those papers that were already struggling, and it has hurt even the healthy ones. The consequence has been a general attempt to make big savings by cutting costs wherever possible.

A disaster, then? Some people argue that the decline in readership of newspapers does not matter because many of us, and perhaps a majority of those under 30, are reading them online. All national newspapers are reporting greatly increased web traffic, and some claim to have between 25 and 30 million 'unique users' a month, many of this age group. So, if one adds all the readers of newspapers on the Internet to those who prefer a newsprint version, there may be as many, if not more, people looking at the national Press as there were ten or 15 years ago.

There will, they say, still be lots of publications offering a wide variety of views and articles, as well as plenty of opportunities for writers. Indeed, one of the world's most successful media bosses recently predicted that newspapers would reach new heights in the 21st century. He added that the form of delivery may change, but the potential audience would multiply many times over.

This sounds sensible, and I hope it is right, but I find it difficult to be quite so optimistic. The problem is that no one has yet figured out a way to make much money out of the Internet. A regular reader of an online version of a newspaper is worth 10p a month to the publisher. Someone who buys his paper at the newsagent's every day, however, generates 30 or 40 times as much income as that. Also, the hard copy that he reads attracts much more advertising than the Internet version.

Most newspapers obtain over half their income from copies sold. And, so far at least, advertising rates on the Internet are comparatively low for newspapers. One reason they are cheap is the way the readership is so spread out geographically.



Up to 70% of the readers of many online papers are abroad, usually dotted around several countries, and there are huge problems in persuading advertisers to pay to reach such widely-scattered markets.

In other words, online papers are living off their newsprint parents. Newsprint is where the money is. It follows that, as increasing numbers of readers swap their daily paper for a few minutes online, the breadth and quality of what they read will gradually go down. For example, newspapers are having to cut back on foreign correspondents and reporters. When I buy a newspaper, I support expensive and ambitious journalism; if I read it online, I do not.

For questions 11-15, choose the best answer A, B, C, or D.

Q11. For over half a century, newspapers ...

- A) have seen a drastic fall due to TV advertising.
- B) have lost their audience to television.
- C) have not experienced the expected outcome on the whole.
- D) have all flourished despite the impact of television.

Q12. How has the Internet been affecting newspapers?

- A) It has caused the decrease of industrial papers.
- B) It has only influenced financially.
- C) It has greater impact than any other factors.
- D) It has affected weak and strong ones alike.

Q13. Although the circulation of printed newspapers declined, ...

- A) the internet has not really affected the newspaper reading.
- B) the distribution of hardcopy papers increased.
- C) the majority of the newspaper readers are under 30.
- D) the newspapers are making more money online.

Q14. An influential media personality claims that ...

- A) the number of online publications will increase.
- B) newspapers can have even more audience in the future.
- C) the form of delivery is going to be completely altered.
- D) the 21st century will provide more opportunities for writers.

Q15. What does the writer think about online newspapers?

- A) They have a promising future.
- B) Going online is a reasonable choice.
- C) They may face financial difficulties.
- D) It seems quite unprofitable.



For questions 16-20, complete the sentences. Match a sentence ending (A-F) to the beginning of the sentence. Note: There is one extra ending which you do not need to use.

- Q16. What was expected to be done by television ...
Q17. Traditional newspapers make more money because they ...
Q18. The problem with online advertising is that papers ...
Q19. Although the number of readers has risen, online newspapers ...
Q20. By purchasing a printed paper, you ...

Sentence endings:

- A) have a hard time convincing the businesses to use their service.
B) may be carried out by the Internet.
C) may encourage journalism, too.
D) can draw more advertising.
E) are so scattered that it is difficult to reach.
F) depend on the hardcopy versions to survive.



PART 3

Answer the questions 21-30 on the following texts.

In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time. Navajo is far from alone. Half the world's 6,800 languages are likely to vanish within two generations - that's one language lost every ten days. Never before has the planet's linguistic diversity shrunk at such a pace.

Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a million speakers, and at least 3,000 have fewer than 2,500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alaskan Native Language Center, in Fairbanks.

Why do people reject the language of their parents? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain's Foundation for Endangered Languages, in Bath. 'People lose faith in their culture,' he says. 'When the next generation reaches their teens, they might not want to be induced into the old traditions.'

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. 'Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,' he says. 'They cannot refuse to speak English if most commercial activity is in English.' But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.

Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. 'If a person shifts from Navajo to English, they lose something,' Mufwene says. 'Moreover, the loss of diversity may also deprive us of different ways of looking at the world,' says Pagel. There is mounting



evidence that learning a language produces physiological changes in the brain. 'Your brain and mine are different from the brain of someone who speaks French, for instance,' Pagel says, and this could affect our thoughts and perceptions. 'The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.'

So despite linguists' best efforts, many languages will disappear over the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true. 'The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,' says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. 'Most of these languages will not survive without a large degree of bilingualism,' he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000 new speakers of Polynesian languages in the past few years. In California, 'apprentice' programmes have provided life support to several indigenous languages. Volunteer 'apprentices' pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. 'Preserving a language is more like preserving fruits in a jar,' he says.

For questions 21-25, decide if the following statements agree with the information in the text. Choose:

- A) *True* if the statement agrees with the information in the text.
B) *False* if the statement contradicts the information in the text.
C) *No Information* if there is no information on this.

Q21. Navajos occupy rather a small area in the US.

- A) True B) False C) No Information

Q22. The great diversity of languages came about largely as a result of cultural relations.

- A) True B) False C) No Information

Q23. When a language dies, valuable information about how languages evolve is lost.

- A) True B) False C) No Information

Q24. Banning the usage of minority languages may save the language from dying out.

- A) True B) False C) No Information



Q25. It's not possible to stop the loss of linguistic diversity

- A) True B) False C) No Information

For questions 26-30, match each person to the statements. Note! There is one extra statement, which you do not need to use.

Q26. Doug Whalen

Q27. Mark Pagel

Q28. Michael Krauss

Q29. Nicholas Ostler

Q30. Salikoko Mufwene

A) A way to save endangered languages is by teaching people to speak more than one language.

B) The language may die out if its speakers are only of older generation.

C) Young people often refuse to accept the established lifestyle of their culture.

D) One language is dying out every ten days.

E) A traditional culture may die with the language.

F) The language may determine the way people think.



SUB TEST 3: LEXICAL AND GRAMMAR COMPETENCE

The Lexical and Grammar Competence 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.

SAMPLE



PART 1

Questions 1-10

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.



Computers and smartphones have revolutionized the way we live, allowing unlimited **Q1.** to emails, social media and a world of endless information. We are better connected and more efficient than ever before but without realizing it, we are also suffering **Q2.** dependency, social isolation and neglecting our mental

health.

Social media and the internet can be a fantastic resource for adults and children **Q3.**. However, to guarantee that the mental health and emotional wellbeing of users are maintained, we need to be **Q4.** of the potential risks of using it and the rules surrounding the use by children, which are there to help protect them. The benefits of social media and the internet cannot be denied, and the ability to **Q5.** knowledge and communicate with others from near and far. It also provides people of all abilities a platform on which to be heard in a way that they have not previously had. This provides an amazing ability to help with equality and diversity **Q6.** used appropriately.

The excessive amount of time we spend **Q7.** the net can lead to a lack of human interaction with family and friends. This is where we can start to see the implications of mental health and emotional wellbeing. Another factor, which **Q8.** people is the fact that people trust their too much personal information to the internet. Unfortunately, no one can **Q9.** for 100 percent that it is completely safe. Considering these entire, one should keep in **Q10.** that it can also be addictive.

- | | | | | |
|-------------|---------------|------------|-------------|--------------|
| Q1. | A) delivery | B) venue | C) access | D) barrier |
| Q2. | A) from | B) with | C) by | D) to |
| Q3. | A) throughout | B) similar | C) alike | D) identical |
| Q4. | A) inform | B) aware | C) familiar | D) known |
| Q5. | A) acquire | B) seize | C) catch | D) invade |
| Q6. | A) which | B) whom | C) where | D) when |
| Q7. | A) sailing | B) diving | C) floating | D) surfing |
| Q8. | A) concerns | B) extends | C) invites | D) forces |
| Q9. | A) rescue | B) ensure | C) impact | D) prevent |
| Q10. | A) simple | B) thought | C) mind | D) short |



PART 2

Questions 11-20

In the following text, each line (11-20) 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 line, choose D (no mistake).

E.g: B	(A) For many years, school children in the US (B) have taken on 'field trips' to cultural institutions such as museums of art and of science, (C) as well as theatres, zoos and historical sites.	D- no mistake
Q11.	Despite these trips (A) involving some expense and disruption (B) to class timetables, educators arrange them in the belief that schools (C) exist not only to teach economically useful skills, but also to produce civilized young people who appreciate the arts and culture.	D- no mistake
Q12.	So you could say that (A) taking school students on field trips, is (B) a means of giving everyone equal access to their cultural (C) a heritage.	D- no mistake
Q13.	However, there have been increasing (A) signs in recent years that the attitude towards (B) to field trips is changing, with (C) the number of tours organized for school groups falling significantly in museums all around the country.	D- no mistake
Q14.	Take the Field Museum in Chicago, for example. It used to have (A) over 300,000 students each year (B) through its doors. That number has dropped (C) to below 200,000 more recently.	D- no mistake
Q15.	(A) On a survey exploring the trend carried (B) out by a group of school administrators found that over half the schools they asked (C) had decided to cancel trips planned for the next academic year.	D- no mistake
Q16.	So what are the reasons for this change? The most obvious one is the issue of finance. Because there (A) are increasing demands on their fund schools (B) are forced to (C) take a difficult choice about how to spend the limited money they have.	D- no mistake
Q17.	A significant number of school (A) heads also consider days spent away from school a waste of time, (B) to believe that the only worthwhile use of students' time is spent (C) preparing for exams in the classroom.	D- no mistake
Q18.	However, why should anybody worry if schoolchildren go on fewer trips? Those (A) that believe this is a negative development in education would say that cultural field trips contribute to the development of students (B) into well-educated adults who have (C) a healthy interest in history and the arts.	D- no mistake
Q19.	One (A) an exception is the research led by Jay P. Greene at Arkansas University. His team found that students who received a tour of an art museum (B) significantly improved their knowledge (C) of and ability to think critically about art.	D- no mistake
Q20.	The researchers warn that if schools (A) cut field trips or switch from 'reward' trips to less educational destinations, (B) then valuable opportunities to broaden and enrich children's learning experiences (C) is lost.	D- no mistake



PART 3

In the following text, fill in the gaps (21-30) with an appropriate word from the list (A-L).

Note: there are two extra words that you do not need to use.

A) involved	E) promoted	I) essential
B) from	F) collaboratively	J) down
C) passing	G) sightings	K) heavily
D) provided	H) patterns	L) likely



The Sea Mammal Institute is a wildlife conservation organization set up to protect whales, dolphins and porpoises. Our team of professional researchers work **Q21**) with volunteers to identify and monitor the numbers and locations of these creatures in order to gain valuable knowledge of the state of our ocean environment, and the impact of climate change, noise disturbance, chemical pollution

and overfishing in our seas. We are also proud of the educational role we perform, increasing public knowledge and understanding of sea mammals, and **Q22**) on what our data has taught us through community group talks and school visits.

Our organization relies **Q23**) on volunteers, who help collect data and then input, organize and analyze it. Volunteers interested in photography are always very welcome to help update our photo-identification catalogue – a collection of pictures of all the different species we monitor – and organize our ever-growing image library. If you would like to be a volunteer, the most straightforward way to get **Q24**) is to contact the organization's coordinator in your area, and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part – and, as you will learn if you join us, patience is **Q25**) too!

Although we are pleased to receive any information on public **Q26**) of whales, dolphins and porpoises, it is also important for us to have 'effort-related' data collected by trained volunteers. 'Effort-related' data is that recorded by observers who time their watch and note **Q27**) specific environmental data every 15 minutes. It does not matter how long each watch is, **Q28**) that its date and location are carefully recorded along with any details about habitats of sea creatures. We emphasize the need to do some basic training in observation before taking part in a watch because it is not as simple as it sounds. For example, despite the bottlenose dolphin being the probably the best-known type of dolphin, it is in fact rather tricky to identify with any confidence, since it has no clear **Q29**)

One of the strengths of our organization is that we do long-term, continuous research. Over the 25 years since Sea Watch was set up, some significant insights have resulted **Q30**) this research.



PAPER 4: WRITING

The Writing Sub test consists of **TWO** tasks:

Task **1** carries **TEN** marks.

Task **2** carries **TWENTY** marks.

Write your answers on the separate Answers Sheets provided.

You may use the question booklet for your drafts.

SAMPLE



TASK 2

*Nowadays television programs and movies have some violent content.
What are some resulting problems and how can we deal with them?*

State:

- what are the consequences of this situation;
- what can be done to tackle the problem;
- bring examples and justifications.

Write your essay in an appropriate style and format in about **230-250** words on your answer sheet.

You can use this page for any rough work.

Handwriting practice lines with a large diagonal watermark reading "SAMPLE".



Answer key

Listening		Reading		Lexical and grammar	
1	A	1	B	1	C
2	C	2	C	2	A
3	C	3	C	3	C
4	B	4	D	4	B
5	B	5	B	5	A
6	C	6	B	6	D
7	B	7	A	7	D
8	C	8	D	8	A
9	B	9	A	9	B
10	B	10	A	10	C
11	A	11	C	11	D
12	C	12	D	12	C
13	C	13	A	13	B
14	A	14	B	14	D
15	B	15	D	15	A
16	A	16	B	16	C
17	B	17	D	17	B
18	C	18	A	18	D
19	B	19	F	19	A
20	C	20	C	20	C
21	A	21	B	21	F
22	B	22	C	22	C
23	C	23	A	23	K
24	B	24	B	24	A
25	B	25	A	25	I
26	B	26	A	26	G
27	C	27	F	27	J
28	C	28	B	28	D
29	A	29	C	29	H
30	A	30	E	30	B