

CHET TILINI BILISH DARAJASINI ANIQLASH MILLIY TIZIMI  
TIL: INGLIZ  
DARAJA: C1

NATIONAL SYSTEM  
OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY  
LANGUAGE: ENGLISH  
LEVEL: C1

---

PAPER 1: LISTENING

The Listening Paper consists of **THREE** parts:

**Part 1:** Questions 1-10;

**Part 2:** Questions 11-20;

**Part 3:** Questions 21-30.

Each question carries **ONE** mark.

You will hear each recording **once** only.

Total listening time: approx. **30 minutes**.

At the end of the Listening Paper, you will have to transfer your answers to the Answer Sheet. You will be allowed **10 minutes** extra time to do this.

**FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!**  
**AT THE END OF THE PAPER, THE QUESTION PAPER WILL BE COLLECTED**  
**BY THE INVIGILATOR.**

**NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.**  
**DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!**

Test date: .....

Please write your full name here:

Please sign here:

\_\_\_\_\_  
(Candidate's full name)

\_\_\_\_\_  
(Signature)

This question paper consists of 7 (seven) printed pages

SAMPLE

Page 2 **Tijoriy maqsadlarda foydalanish ( sotish ,  
ko'paytirish, tarqatish) qonunan ta'qiqlanadi.**

## Part 1

*You will hear a radio program.*

*For questions 1-10, choose the best answer, A, B, or C.*

**Q1. In mid-1980s, Coca Cola decided to introduce changes to its recipe ...**

- A) to celebrate the company's anniversary.
- B) to respond to Pepsi's new type of drink.
- C) to reverse the trend towards sales decline.

**Q2. Roberto Goizeta, Coca Cola's CEO, said that ...**

- A) marketing campaigns had to be more aggressive.
- B) the company should be ready to accept any changes.
- C) distribution schemes for the drink needed revising.

**Q3. The new Coke formula ...**

- A) was in fact copied from Pepsi.
- B) successfully passed blind tests.
- C) boasted to contain less sugar.

**Q4. Coca Cola launched its new product with ...**

- A) TV commercials featuring the Statue of Liberty.
- B) marches of fans in all the major cities of the USA.
- C) campaigns running simultaneously in two cities.

**Q5. As a reaction to the rival's new product, Pepsi declared that ...**

- A) it was a sign of Coca Cola's surrender.
- B) Pepsi was the real American drink now.
- C) Coke's new blend was a welcome change.

**Q6. For Coca Cola, the peak of the customer dissatisfaction was ...**

- A) Castro's remarks about a national crisis.
- B) media campaigns mocking the switch.
- C) sport spectators' reaction to company ads.

**Q7. One of the reasons for angry protests against the new Coke was ...**

- A) people's frustration with changes in their lives.
- B) the company's intrusion into national traditions.
- C) shifts in American system of values and beliefs.

**Q8. As the result of the customer protests, Coca Cola decided to ...**

- A) return the old recipe under a new name.
- B) withdraw the new Coke from the market.
- C) develop a different formula for its drink.

**Q9. Coca Cola's sudden turn ...**

- A) met a strong criticism among congressmen.
- B) was largely ignored by the leading media.
- C) worked unexpectedly in the company's favour.

**Q10. Sceptics argue that that ...**

- A) the new Coke was the biggest marketing failure ever.
- B) the whole campaign was carefully planned beforehand.
- C) Pepsi's weak position accounted for Coca Cola's success.

## Part 2

*You will hear an extract from an audiobook.*

*For questions 11-20, choose the best answer, A, B, or C.*

**Q11. The boy was in high spirits as ...**

- A) the sunrise was beautiful.
- B) he had realized his dream.
- C) he had many plans for the future.

**Q12. Taking a new way each time, the boy hoped to ...**

- A) see as much as possible.
- B) find better grazing fields for his sheep.
- C) meet other travelling shepherds.

**Q13. The boy hurried to the city of Tarifa because ...**

- A) he wanted to get himself ready to see the girl.
- B) he had an appointment, with a dream-interpreter.
- C) he was going to meet some of his old friends.

**Q14. Having heard a Gypsy prayer, the boy felt fear because ...**

- A) he had been kidnapped by Gypsies when a child.
- B) he was strongly prejudiced against Gypsies.
- C) he was afraid of being put under spell.

**Q15. Expecting the prophecy, the boy felt ...**

- A) uncomfortable.
- B) excited.
- C) indifferent.

**Q16. The old woman couldn't spare much time to the boy as ...**

- A) she was going to start cooking.
- B) other people were waiting for her.
- C) the boy was not rich enough.

**Q17. In his dream the boy ...**

- A) travelled to another country.
- B) found the hidden treasure.
- C) saw himself a child.

**Q18. When the boy was told he didn't have to pay, he felt ...**

- A) uneasy.
- B) relieved.
- C) suspicious.

**Q19. Hearing the prophecy the boy was disappointed because ...**

- A) he didn't learn anything new.
- B) the woman sent him to find wise men.
- C) he was told he would never reach Egypt.

**Q20. The boy preferred his way of life because ...**

- A) he had much chance of visiting new cities.
- B) he could avoid being influenced by others.
- C) he could see his seminary friends more often.

### Part 3

*You will hear part of a lecture. For questions 21-30, choose the best answer, A, B, or C.*

**Q21. The lecturer starts with a question ...**

- A) to link the narration to the previous topic.
- B) to present a vivid picture of the topic.
- C) to refute some commonly held beliefs.

**Q22. The lecturer links the real collapse of the Roman Empire with ...**

- A) the beginning of the Medieval period.
- B) the overturn of the last Roman emperor.
- C) the invasion of Constantinople by Turks.

**Q23. The name *Byzantium* comes from ...**

- A) the Greek name of the Eastern Roman Empire.
- B) the name of a previous settlement on the site.
- C) the title used by Romans to refer to themselves.

**Q24. The location of Constantinople was important because it was ...**

- A) close to the legendary city of Troy.
- B) between two continents and two oceans.
- C) the middle of the Eastern part of the empire.

**Q25. One effect of the fall of Constantinople was ...**

- A) the loss of the source of power.
- B) changes in civic consciousness.
- C) the need to replace the symbols.

**Q26. Even until our days, some politicians have been attempting ...**

- A) to rebuild Rome according to ancient plans.
- B) to proclaim themselves successors of Rome.
- C) to re-introduce the laws of the imperial period.

**Q27. One of the motives for discovery of new lands was ...**

- A) Columbus's desire to review political maps of Europe.
- B) Europeans' fear of the influence of the Orthodox Church.
- C) dramatic shifts in the political landscape of Europe.

**Q28. Centuries before, Constantinople had flourished due to its ...**

- A) favourable location for commerce.
- B) magnificent churches and palaces.
- C) careful and convenient city planning.

**Q29. The lecturer brings an example of bronze horses in Venice to illustrate ...**

- A) sales of artefacts from Constantinople at hard times.
- B) the plunder of Constantinople by fellow Christians.
- C) barter of goods between Constantinople and Europe.

**Q30. When Turks sieged the city, Constantinople ...**

- A) was unable to rely on the help from other Christian nations.
- B) adopted Islam on demand of aggressive Ottoman troops.
- C) had lost some of the lands in the eastern part of the Empire.

CHET TILINI BILISH DARAJASINI ANIQLASH MILLIY TIZIMI  
TIL: INGLIZ  
DARAJA: C1

NATIONAL SYSTEM  
OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY  
LANGUAGE: ENGLISH  
LEVEL: C1

PAPER 2: READING

The Reading Paper consists of **THREE** parts:

**Part 1:** Questions 1-10;

**Part 2:** Questions 11-20;

**Part 3:** Questions 21-30.

Each question carries **ONE** mark.

Total time allowed: **1 hour**.

You may write on the question paper if you wish, but you must transfer your answers to the Answer Sheet within the time limit. No extra time is allowed to do so.

**FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!**  
**AT THE END OF THE PAPER, THE QUESTION PAPER WILL BE COLLECTED**  
**BY THE INVIGILATOR.**  
**NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.**  
**DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!**

**Test date:** .....

Please write your full name here:

Please sign here:

*(Candidate's full name)*

*(Signature)*

This question paper consists of 8 (eight) printed pages

© DTM 2019

Page 6 **Tijoriy maqsadlarda foydalanish ( sotish ,  
ko'paytirish, tarqatish) qonunan ta'qiqlanadi.**

## PART 1

*Questions 1-10 are based on the following text.*

The village of Birlstone is a small and very ancient cluster of half-timbered cottages on the northern border of the county of Sussex. For centuries it had remained unchanged; but within the last few years its picturesque appearance and situation have attracted a number of well-to-do residents, whose villas peep out from the woods around. These woods are locally supposed to be the extreme fringe of the great Weald forest, which thins away until it reaches the northern chalk downs. A number of small shops have come into being to meet the wants of the increased population; so there seems some prospect that Birlstone may soon grow from an ancient village into a modern town. It is the centre for a considerable area of country, since Tunbridge Wells, the nearest place of importance, is ten or twelve miles to the eastward, over the borders of Kent.

About half a mile from the town, standing in an old park famous for its huge beech trees, is the ancient Manor House of Birlstone. Part of this venerable building dates back to the time of the first crusade, when Hugo de Capus built a fortalice in the centre of the estate, which had been granted to him by the Red King. This was destroyed by fire in 1543, and some of its smoke-blackened corner stones were used when, in Jacobean times, a brick country house rose upon the ruins of the feudal castle.

The Manor House, with its many gables and its small diamondpaned windows, was still much as the builder had left it in the early seventeenth century. Of the double moats which had guarded its more warlike predecessor, the outer had been allowed to dry up, and served the humble function of a kitchen garden. The inner one was still there, and lay forty feet in breadth, though now only a few feet in depth, round the whole house. A small stream fed it and continued beyond it, so that the sheet of water though turbid, was never ditchlike or unhealthy. The ground floor windows were within a foot of the surface of the water.

The only approach to the house was over a drawbridge, the chains and windlass of which had long been rusted and broken. The latest tenants of the Manor House had, however, with characteristic energy, set this right, and the drawbridge was not only capable of being raised, but actually was raised every evening and lowered every morning. By thus renewing the custom of the old feudal days the Manor House was converted into an island during the night — a fact which had a very direct bearing upon the mystery which was soon to engage the attention of all England.

The house had been untenanted for some years and was threatening to moulder into a picturesque decay when the Douglasses took possession of it. This family consisted of two individuals — John Douglas and his wife. Douglas was a remarkable man, both in character and in person. In age he may have been about fifty, with a strongjawed, rugged face, a grizzling moustache, peculiarly keen gray eyes, and a wiry, vigorous figure which had lost nothing of the strength and activity of youth. He was cheery and genial to all, but somewhat offhand in his manners, giving the impression that he had seen life in social strata on some far lower horizon than the county society of Sussex.

Yet, though looked at with some curiosity and reserve by his more cultivated neighbours, he soon acquired a great popularity among the villagers, subscribing handsomely to all local objects, and attending their smoking concerts and other functions, where, having a remarkably rich tenor voice, he was always ready to oblige with an excellent song. He appeared to have plenty of money, which was said to have been gained in the California gold fields, and it was clear from his own talk and that of his wife that he had spent a part of his life in America.

The good impression which had been produced by his generosity and by his democratic manners was increased by a reputation gained for utter indifference to danger. Though a wretched rider, he turned out at every meet, and took the most amazing falls in his determination to hold his own with the best. When the vicarage caught fire he distinguished himself also by the fearlessness with which he reentered the building to save property, after the local fire brigade had given it up as impossible. Thus it came about that John Douglas of the Manor House had within five years won himself quite a reputation in Birlstone.

His wife, too, was popular with those who had made her acquaintance; though, after the English fashion, the callers upon a stranger who settled in the county without introductions were few and far between. This mattered the less to her, as she was retiring by disposition, and very much absorbed, to all appearance, in her husband and her domestic duties. It was known that she was an English lady who had met Mr. Douglas in London, he being at that time a widower. She

was a beautiful woman, tall, dark, and slender, some twenty years younger than her husband, a disparity which seemed in no wise to mar the contentment of their family life.

It was remarked sometimes, however, by those who knew them best, that the confidence between the two did not appear to be complete, since the wife was either very reticent about her husband's past life, or else, as seemed more likely, was imperfectly informed about it. It had also been noted and commented upon by a few observant people that there were signs sometimes of some nerve-strain upon the part of Mrs. Douglas, and that she would display acute uneasiness if her absent husband should ever be particularly late in his return. On a quiet countryside, where all gossip is welcome, this weakness of the lady of the Manor House did not pass without remark, and it bulked larger upon people's memory when the events arose which gave it a very special significance.

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

**Q1. The village of Birstone is being settled due to its ...**

- A) natural beauty.
- B) numerous shops.
- C) historical value.
- D) nearby location to the sea.

**Q2. The story of the Manor House of Birstone takes its beginning ...**

- A) after the fire in 1543.
- B) in Jacobean times.
- C) before the Red King's reign.
- D) during the first crusade.

**Q3. The moats around the castle had been used to ...**

- A) protect the building.
- B) provide a good water supply.
- C) grow vegetables.
- D) carry out the water.

**Q4. What made the castle look enigmatic during the night?**

- A) The rusted and broken parts of the building.
- B) The restored practice of putting up the drawbridge.
- C) The old-fashioned appearance of its inhabitants
- D) Its location within the centre of the island.

**Q5. When the Douglases purchased the house, ...**

- A) it was in an excellent condition.
- B) it was going to turn into ruins.
- C) it had been inhabited by two individuals.
- D) it had just been rebuilt by the former tenants.

**Q6. The people thought that John Douglas got in touch with the inferior class of society by his ...**

- A) unfriendly manners.
- B) rugged face.
- C) wiry stature.
- D) keen look.

**Q7. John Douglas won the favour of his neighbours because he ...**

- A) often mingled with them.
- B) was a good story-teller.
- C) was always neatly-dressed.
- D) taught them singing.

**Q8. After several years, Mr. Douglas gained the reputation of a very ... person.**

- A) stubborn
- B) indifferent
- C) fearful
- D) gallant

**Q9. Mrs. Douglas was particularly concerned about ...**

- A) her new acquaintances.
- B) the household.
- C) the latest fashion.
- D) English traditions.

**Q10. Mrs. Douglas demonstrated nervousness when...**

- A) the neighbours made remarks about her family.
- B) she learnt some facts about her husband's past.
- C) her husband stayed away from home longer than usual.
- D) the people around raised questions about her previous life.

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10



## PART 2

Questions 11-20 are based on the following text.

Ten sentences have been removed from the text. Choose from sentences A-L the one which fits each gap (Q11-Q20). Note: there are two extra sentences which you do not need to use.

### Sentences:

- A) Another atypical property of water is its high heat capacity, which means that a large amount of heat input is needed to raise its temperature.
- B) Biological channels such as the aquaporins in cell membranes have narrow pores that allow the rapid flow of water, just like in carbon nanotubes.
- C) But even running at optimal efficiency, they are still too expensive for many developing countries.
- D) Coupling a similar process with nanotube superflow can improve the efficiency of water collection.
- E) However, when I tell friends and family that I have dedicated 15 years of my life to studying water, they look at me with pity.
- F) Most materials contract on cooling, so they occupy less volume when solid than when they are liquid.
- G) The peculiarity of these hydrogen bonds is that each molecule can form up to four of them, making a tetrahedral structure that is quite stable.
- H) The reasons for this behavior are not clear, but one possibility is that dissolved O<sub>2</sub> molecules, which are paramagnetic, might be involved.
- I) This density maximum together with the low ice density results in the necessity that all of a body of fresh water (not just its surface) is close to 4 °C before any freezing can occur, the freezing of rivers, lakes and oceans is from the top down, so permitting survival of the bottom ecology.
- J) This is a bit like being able to move around more freely as you get squashed in a tightly packed crowd.
- K) This speeds up the water flow and, in combination with reverse osmosis, is already being commercialised but still requires tests for long term stability and scale.
- L) This was the case with silicon – its unusual properties have given us semiconductors, and hence the digital technology that has transformed our lives.

### Tapping the incredible weirdness of water

***We need to harness water's strange behaviour to make sure there's enough to go around, says physicist Marcia Barbosa***

I AM fascinated by water. We can all agree that a liquid that occupies 70 per cent of Earth's surface and two-thirds of our body is very important. **Q11 ...** Don't we already know everything about water? Then they suggest that, as a physicist, I should be studying something less common, such as carbon nanotubes.

It is a mistake to underestimate water. The more you look into it, the less common it seems.

Water is weird. It has 72 anomalies – physical and chemical properties that are very different from other materials. For scientists, anomalies can be the basis of technological breakthroughs.

[Введите текст]

**Q12 ...** But while silicon exhibits about a dozen anomalies, water has six times more. This is what allowed water to become central to the development of life.

What makes water so strange? Its most well-known anomaly is the way its density changes with temperature. **Q13 ...** This is not the case with ice, which floats in water and takes up more space than liquid water. The most amazing thing, however, is that water at 0 °C floats on water at 4 °C. This means that at sub-zero temperatures, lakes and rivers freeze from the top to the bottom, leaving a lowest layer of warmer 4 °C water where fish and plants survive.

**Q14 ...** This anomaly makes water an excellent heat reservoir in our bodies and in our planet. It is also a good buffer against temperature swings, providing a stability that helped life to develop. The best technological tool that the anomalies of water have given us is life itself.

These properties are possible because water molecules form hydrogen bonds with each other.

**Q15 ...** This bonded network also contributes to the strange way water moves.

In most liquids, particles become less able to move as the material becomes denser. For water this is not the case. At high density – or under high pressure – the molecules move around faster, not slower as we would imagine **Q16 ...** This counter-intuitive behaviour means that when water is confined within carbon nanotubes, the molecules form a single line in the centre. This allows them to flow a thousand times faster than expected – a surprising discovery made in 2001. This “superflow” of water in nanotubes is the focus of my research.

This mechanism has long been exploited by nature. **Q17 ...** They also have charged residue at the centre of the pore that repels salts. In this way, kidneys make use of these biological nanotubes to desalinate our bodily fluids, and do so in a very energy-efficient way. What if we could harness this desalination process outside the body?

Today, 1 in 6 people on Earth have limited access to clean water. But this is an even bigger problem than it first seems, because we don't just need water for drinking – we need it for eating too. Around 70 per cent of water consumption is used for agriculture, compared to 10 per cent for household use. By 2025, the world's population is expected to rise by another billion and, if nothing is done to address the issue, it is estimated that two-thirds of the population will be living in areas with a severe lack of fresh water.

To avoid this drastic scenario, measures are being taken to improve the water distribution infrastructure. However, this depends on existing amounts of fresh water. The only way to increase water supply on a large scale is desalination. The most common desalination procedures are distillation and reverse osmosis, which entails forcing salty water through a membrane that is impermeable to salt. These methods currently provide fresh water for 300 million people.

**Q18 ...**

This is where work on water's weird properties comes in. Research is under way on at least three desalination technologies that rely on recent discoveries about water's anomalous superflow when confined to the nanoscale. One approach, already in production, is to use a membrane with aquaporins in combination with reverse osmosis, which can produce fresh water using less energy than reverse osmosis alone.

Another approach is to create an array of densely packed nanotubes that only allow the passage of water molecules, not salt. **Q19 ...** The third method combines distillation, reverse osmosis and carbon nanotube superflow – a speedier method because it uses water vapour, which flows even faster.

Although these techniques have yet to be rolled out, it is hoped they will cut the high energetic cost of separating water from salt, especially with the advent of large scale, low cost production of carbon nanotubes and aquaporins. But what happens in landlocked regions with no sea water? Here, some promising research on harvesting water from fog is in the early stages. The idea is to mimic the way insects such as the *Stenocara* beetle capture small water droplets from the atmosphere. This beetle has a water-attracting region on its back that transforms vapour into liquid water, then it uses gravity and a water-repelling region to bring the liquid to its mouth. **Q20 ...**

Nature is already adept at exploiting water's strange behaviour. I have high hopes we too can exploit these properties to help solve the world's water shortage problems.

Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20

### PART 3

*Questions 21-30 are based on the following passage.*

Catherine the Great, the most powerful female ruler in the history of Europe, presided over this culmination of Peter the Great's imperial initiatives. She positioned herself as a worthy successor to Peter in other ways as well. She not only greatly furthered the Westernizing tendencies that Peter had promoted but also substantially enhanced Russia's role in European power politics, a role her immediate successors would act to preserve. For Catherine, these achievements provided a source of legitimacy as well as pride.

Catherine had seized the throne by force. Born Sophia Augusta in 1729 in a small German principality, the future Catherine the Great came to Russia in 1744 to marry Peter III, the legitimate heir. She learned Russian, converted to Orthodoxy, took the name Ekaterina Alekseevna (Catherine), and married Peter seventeen months later. The marriage proved unhappy. Marginalized at court, threatened by banishment to a nunnery to free Peter to marry his mistress, Catherine spent her time reading widely in Enlightenment literature and cultivating friends in key places. Six months after Peter III ascended the throne, Catherine ousted him in a coup d'état, assisted by her lover, Grigorii Orlov. The Guards regiments, composed of the cream of the nobility, immediately recognized her as Russia's ruler. The next day, she and her friend Princess Ekaterina Dashkova rode out at the head of troops and arrested Peter, who died under mysterious circumstances a few days later. Catherine then proceeded to the Kazan Cathedral in St. Petersburg, where the church hierarchy proclaimed her ruler.

Catherine's coup marked the fourth time since the death of Peter the Great that the Guards regiments figured prominently in the ascension of Russia's rulers. All were female: Catherine I, Peter's widow (reigned 1725–27); Anna, Peter's niece (1730–40); Elizabeth, his daughter (1741–61), and Catherine II (The Great), who ruled until 1796. To make female rule palatable to a conservative public, the empresses were presented as powerful yet disarmingly mild and loving figures, showering their bounty on their people. Presenting Catherine's coup as a bloodless, popular revolution, Dashkova described its reception: "Countless people thronged the streets shouting and screaming, invoking blessings upon us and giving vent to their joy in countless ways, while the old and the sick were held up at open windows by their children to enable them to see with their own eyes the triumph that shone on everyone's face." Such personal devotion to Catherine became an important motif of her reign. It supposedly united with the throne not only Russians but also the empire's diverse peoples. Catherine herself delighted in the complete listing of her title, which enumerated the many provinces and lands under her rule, including the newly conquered regions.

Imagery notwithstanding, the primary recipients of the empresses' bounty were nobles. After Peter the Great's death, the requirement that nobles serve the state was gradually eased; increasingly, nobles resembled a privileged class. Nobles monopolized the highest positions in the imperial administration and enjoyed the privilege of early enrollment in service and more rapid advancement, despite the Table of Ranks. In 1761, nobles' service requirement was abolished altogether. Catherine confirmed the abolition, and included it in her Charter of the Nobility of 1785, which also affirmed nobles' immunity from corporal punishment and sole right to possess serfs. The Charter established nobles as the first in Russia to have legally defined rights as a group. The highest strata of native peoples in newly conquered territories gained these rights as well, due to Russia's long-standing policy of assimilating them into the nobility. German aristocrats from the Baltic provinces, Tatar aristocrats from the Crimea, Polish nobles from the partitioned lands, and the upper strata of the Don and Zaporozhets Cossacks joined Russia's system of power and privilege.

Culture flourished during Catherine's reign, very much influenced by ideas emanating from the West. The empress herself was a prolific writer. She founded Russia's first satirical journal, authored works in a variety of genres, and corresponded with prominent Enlightenment figures such as Diderot and Voltaire. Nobles also developed intellectual interests, encouraged by the new freedom from compulsory service. Andrei Bolotov was one of them. Enrolled in his father's regiment at the age of ten, Bolotov retired from service fifteen years later in 1763. He returned to his rural estate south of Moscow, bearing books on agronomy he had purchased while stationed in

East Prussia. After remodeling his estate according to contemporary ideas of science and civilization, Bolotov devoted himself to landscape gardening and agricultural improvement, detailing his discoveries in contemporary journals and newspapers.

Such writings served a reading public that had grown dramatically in size by the final decades of the century, while remaining a small island of Europeanized culture in a sea of popular illiteracy. In the major cities, public life grew livelier. Clubs, coffeehouses, and salons offered the leisured opportunities to socialize and exchange ideas, much as they did elsewhere Europe. Theater grew popular, not only in cities but sometimes even in the remote provinces, where nobles with sufficient means might remove dozens of serfs from fieldwork—some 2,000 serfs between 1770 and 1820—to train as musicians, singers, dancers, and actors. New journals appeared, especially after Catherine permitted private presses for the first time. Most members of the reading public were nobles, educated at home or at boarding school. In 1764, when Catherine founded the Smolny Institute for Girls of Noble Birth, formal education became available to noblewomen, too.

The remarkable Mikhail Lomonosov represents a significant exception to noble predominance in intellectual life. The son of a prosperous peasant who owned merchant and fishing vessels near the White Sea, Lomonosov was a self-made man. Taught to read by a neighbor, in 1731, at the age of nineteen, he made his way to Moscow and enrolled in the Slavic Greek Latin Academy. Because the Academy barred peasants, he claimed to be the son of a nobleman, and then performed so well that he was allowed to remain even after the authorities discovered his falsehood. Thereafter, he was sent to study at the Academy of Sciences, Russia's premier educational institution, and then to the University of Marburg. A polymath—poet, historian, astronomer, physicist, and chemist—in 1755 Lomonosov produced a grammar that regularized Russia's language and cleared a path for future writers.

### Questions 21-30

For questions 21-30, decide if the following statements agree with the information presented in the reading passage. In your answer sheet, mark:

- A) True if the statement agrees with the information from the passage;
- B) False if the statement contradicts to the information from the passage;
- C) No Information if there is no information on this.

**Q21.** In her foreign policy, Catherine aimed to continue strengthening Russia's role in European affairs, a tack initiated by Peter the Great.

**Q22.** Before she launched a coup, Catherine had been forced to adopt Orthodoxy and take the veil.

**Q23.** After his overthrow, Peter III was assassinated by Catherine's order.

**Q24.** According to Dashkova, the nation was not ready yet to accept a woman ascending the throne.

**Q25.** Peter the Great's successors granted the nobility the right to disregard the Table of Ranks.

**Q26.** Catherine's Charter of Nobility granted privileges only to the Russian nobility, leaving ethnic minorities off.

**Q27.** One of the factors in the rise of culture and science was exemption of the upper class from military service.

**Q28.** Catherine did much to eliminate illiteracy among the lower class.

**Q29.** The Smolny Institute was a popular educational institution among female aristocrats.

**Q30.** Lomonosov was the first non-aristocrat to be accepted into the Slavic Greek Latin Academy after it opened the doors to representatives of the lower class.

Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30

CHET TILINI BILISH DARAJASINI ANIQLASH MILLIY TIZIMI  
TIL: INGLIZ  
DARAJA: C1

NATIONAL SYSTEM  
OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY  
LANGUAGE: ENGLISH  
LEVEL: C1

---

**PAPER 3: LEXICAL AND GRAMMAR COMPETENCE**

The Lexical and Grammar Competence Paper consists of **TWO** parts:

**Part 1:** Questions 1-15;

**Part 2:** Questions 16-30.

Each question carries **ONE** mark.

Total time allowed: **30 minutes**.

You may write on the question paper if you wish, but you must transfer your answers to the Answer Sheet within the time limit. No extra time is allowed to do so.

**FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!  
AT THE END OF THE PAPER, THE QUESTION PAPER WILL BE COLLECTED  
BY THE INVIGILATOR.**

**NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.  
DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!**

**Test date: .....**

Please write your full name here:

Please sign here:

\_\_\_\_\_  
*(Candidate's full name)*

\_\_\_\_\_  
*(Signature)*

---

**This question paper consists of 4 (four) printed pages**

## Part 1

*For Questions 1-15, read the text below and choose which answer A, B, C or D best fits each space.*

### Planes Without Pilots

MOUNTAIN VIEW, Calif. — Mounting evidence that the co-pilot crashed a Germanwings plane into a French mountain has prompted a global debate about how to better **Q1 ...** crewmembers for mental illness and how to ensure that no one is left alone in the cockpit.

But among many aviation experts, the discussion has taken a different **Q2 ...**. How many human pilots, some **Q3 ...**, are really necessary aboard commercial planes?

One? None?

Advances in sensor technology, computing and artificial intelligence are **Q4 ...** human pilots less necessary than ever in the cockpit. Already, government agencies are experimenting with replacing the co-pilot, perhaps even both pilots on cargo planes, with robots or **Q5 ...** operators.

“The industry is starting to come out and say we are willing to put our R&D money into that,” said Parimal Kopardekar, manager of the safe **Q6 ...** system operations project at NASA’s Ames Research Center.

In 2014, airlines carried 838.4 million passengers on more than 8.5 million flights. Commercial aviation is already **Q7 ...** automated. Modern aircraft are generally flown by a computer autopilot that **Q8 ...** its position using motion sensors and dead reckoning, corrected as necessary by GPS. Software systems are also used to land commercial aircraft.

In a recent survey of airline pilots, those operating Boeing 777s reported that they spent just seven minutes **Q9 ...** piloting their planes in a typical flight. Pilots operating Airbus planes spent half that time.

And commercial planes are becoming smarter all the time. “An Airbus airliner knows enough not to fly into a mountain,” said David Mindell, a Massachusetts Institute of Technology aeronautics and astronautics professor. “It has a **Q10 ...** system that tells a pilot. But it doesn’t take over.”

Such a system could take over, if permitted. Already, the Pentagon has **Q11 ...** automated piloting software in F-16 fighter jets. The Auto Collision Ground Avoidance System reportedly saved a plane and pilot in November during a combat mission against Islamic State forces.

The Pentagon has invested heavily in robot aircraft. As of 2013, there were more than 11,000 drones in the military arsenal. But drones are almost always remotely piloted, rather than autonomous. Indeed, more than 150 humans are involved in the average combat mission flown by a drone.

This summer, the Defense Advanced Research Projects Agency, the Pentagon research organization, will take the next step in plane automation with the Aircrew Labor In-Cockpit Automation System, or Alias. Sometime this year, the agency will begin flight testing a robot that can be quickly **Q12 ...** in the right seat of military aircraft to act as the co-pilot. The portable onboard robot will be able to speak, listen, manipulate flight controls and read instruments.

The machine, a bit like R2D2, will have many of the **Q13 ...** of a human pilot, including the ability to land the plane and to take off. It will assist the human pilot on **Q14 ...** flights and be able to take over the flight in emergency situations.

A number of aerospace companies and universities, in three **Q15 ...** teams, are working with Darpa to develop the robot. The agency plans for the robot co-pilot to be “visually aware” in the cockpit and to be able to control the aircraft by manipulating equipment built for human hands, such as the pilot’s yoke and pedals, as well as the various knobs, toggles and buttons.

- Q1. A) appraise B) estimate C) gauge D) screen  
 Q2. A) drift B) move C) shift D) turn  
 Q3. A) interrogate B) quiz C) speculate D) wonder  
 Q4. A) causing B) making C) prompting D) turning  
 Q5. A) distant B) far-off C) remote D) secluded  
 Q6. A) autonomous B) independent C) self-sufficient D) uncontrolled  
 Q7. A) densely B) excessively C) heavily D) immoderately  
 Q8. A) chases B) follows C) traces D) tracks  
 Q9. A) arduously B) laboriously C) manually D) strenuously  
 Q10. A) alert B) guard C) watch D) warning  
 Q11. A) implemented B) deployed C) positioned D) utilized  
 Q12. A) inaugurated B) installed C) resided D) settled  
 Q13. A) facilities B) skills C) talents D) techniques  
 Q14. A) conventional B) customary C) routine D) ordinary  
 Q15. A) competing B) contesting C) disputing D) opposing

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15

## Part 2

**Read the following passage. Decide if each sentence in the text (16-30) has a mistake and must be changed in order for the sentence to be correct. In your answer sheet, mark:**

- A** if the line has a mistake and must be corrected;  
**B** if there is no mistake in the line.

**Q16.** In September 1939 the Kammerspiele, one of the two major playhouses in Munich, was to open its season with a new production of *Hamlet*.

**Q17.** When the scheduled date was approached, the war had begun. One of the restrictions now imposed on public life was a ban on performances of plays by enemy dramatists.

**Q18.** Accordingly, a local Nazi functionary hastened ordering the cancellation of Shakespeare's tragedy.

**Q19.** The director of the Kammerspiele, not entire persuaded, checked with the Reichsdramaturg (Rainer Schlösser, head of the theatre department of the Ministry of Propaganda) in Berlin, and was assured that Shakespeare was to be treated as a German author.

**Q20.** Thus, although delayed by two months, *Hamlet* did reach the stage. This incident is characteristic of German attitudes toward Shakespeare in general, and of the vagaries and inconsistencies of Nazi cultural practice in particular.

**Q21.** For at least a century there had been patriots who objected to the cultivation of the British Bard, especially in times of Anglo-German political friction or war.

**Q22.** But invariably more influential patriots succeeded vindicating Shakespeare, invoking the common Germanic heritage or praising the German spirit for having adopted Shakespeare as a truly national classic.

**Q23.** Irritations of this kind had occurred in 1933 when the Nazi regime came to power, assumed control of public institutions, including theatres, and insisted on ideological conformity.

**Q24.** Hitler considered the theatre, alongside schools and universities, an indispensable instrument of an education aimed at activating national and racial consciousness of the masses.

**Q25.** In May 1933 Dr Joseph Goebbels, the newly installed minister of propaganda, told a convention of theatre directors that German drama of the future was to be 'heroic,' 'steely romantic,' 'unsentimentally factual,' and 'national with a grand pathos,' or else it would not be at all.

**Q26.** These catchwords were immediately expanded into programmatic theories, position papers, and hasty projects. Traditional theatres, whether private or supported by the states or cities, continued to function, but there was an effort of turning them into showcases of the new regime.

**Q27.** Politically or racially unreliable artists were dismissed, programs were supervised, and restrictions were imposed on non-German plays.

**Q28.** The naturalist dramas and experimental performances of classic plays that had galvanized the theatre of 1920s were now condemned as symptoms of degenerate art.

**Q29.** Conservative productions of selected classics were tolerated, at least for the time being, as the 'new' kind of heroic drama had not yet taken on a satisfactory aesthetic shape.

**Q30.** The suitability of Shakespeare's plays did not remain undisputed. Some authors, ready to provide the kind of drama envisaged by Goebbels, objected that Shakespearean emphasis on character portrayal was too individualist to be compatible with the community-oriented ideal – a reservation that persisted throughout the twelve years of the Third Reich.

Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30



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 ANIQLASH MILLIY TIZIMI  
TIL: INGLIZ  
DARAJA: C1

NATIONAL SYSTEM  
OF ASSESSMENT OF FOREIGN LANGUAGE PROFICIENCY  
LANGUAGE: ENGLISH  
LEVEL: C1

---

**PAPER 4: WRITING**

The Writing Paper consists of **THREE** tasks:

Each task carries **TEN** marks.

Total time allowed: **1 hour 20 minutes**.

Write your answers on the separate Answers Sheets provided.

You may use the question booklet for your drafts.

**FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!  
AT THE END OF THE PAPER, THE QUESTION PAPER WILL BE COLLECTED  
BY THE INVIGILATOR.**

**NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.  
DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!**

Test date: .....

Please write your full name here:

Please sign here:

---

*(Candidate's full name)*

---

*(Signature)*

---

**This question paper consists of 4 (four) printed pages**

## Task 1

Read this extract from a letter you have recently sent to a friend:

*.... Oh, and by the way, don't go to Barry's Restaurant for your birthday. We went there last night - the service was awful and the food was a disaster! I complained to the head waiter but he asked me to put it in writing ...*

Write your letter of complaint to the restaurant manager.

Write your **letter** in the appropriate style and format in **150 words**. You do not need to include postal addresses. You should use your own words as far as possible.

SAMPLE

## Task 2

You have listened to a radio discussion programme about facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

- “Museums aren’t popular with everybody!”
- “Sports centres mean healthier people.”
- “A town needs green spaces – parks are great for everybody.”

Write an essay discussing two of the facilities in your notes. You should explain which facility it is more important for local authorities to give money to, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your essay in **250** words.

### Task 3

**Summarise** the following text in no more than **150** words. Include only the essential information, leaving out insignificant details. Avoid using original wording as far as possible.

According to statistics, it is becoming increasingly rare in many Western countries for families to eat together. It seems that people no longer have time to enjoy a meal, let alone buy and prepare the ingredients. Meanwhile, fast food outlets are proliferating. Further evidence of the effects of the increasing pace of life can be seen on all sides. Motorists drum their fingers impatiently at stop lights. Tempers flare in supermarket queues. Saddest of all is the success of an American series of books called "One Minute Bedtime Stories". What, one has to ask, do parents do with the time thus saved?

According to Barton Sparagon, M.D., medical director of the Meyer Friedman Institute in San Francisco, and an expert on stress-related illness, the above are all symptoms of a modern epidemic called "hurry sickness". The term was coined nearly 40 years ago by a prominent cardiologist, who noticed that all of his heart disease patients had common behavioural characteristics, the most obvious being that they were in a chronic rush. Hurry sickness has been an issue in our culture ever since, but the problem is escalating in degree and intensity, leading to rudeness, short-tempered behaviour and even violence, alongside a range of physical ills.

The primary culprit, according to Sparagon, is the increasing prevalence of technology - like e-mail, cell phones, pagers and laptop computers. We can bring work home, into our bedrooms and on our vacations. Time has sped up for so many people, and there is increased pressure to do more in the same number of hours, says Sparagon. Jill Stein, a sociologist at the University of California at Los Angeles, agrees that time is being more compressed than ever. "In the past, an overnight letter used to be a big deal. Now if you can't send an e-mail attachment, there's something wrong. Because the technology is available to us, there is an irresistible urge to use it."

What about those annoying people who shout into their cell phones, oblivious to those around them? Stein says that self-centred behaviour is related to larger social trends as well as technology. "There is a breakdown of the nuclear family, of community, of belonging; and an increased alienation and sense that we're all disconnected from one another. This breakdown came before the technology, but the technology has exacerbated it." Now we connect through this technology, says Stein, and we don't have face-to-face interaction. Ironically, as people pull their cell phones out in the most unlikely venues, our personal lives are available on a public level as never before. People are having work meetings and conversations about their spouses and their therapy sessions with complete impunity. Ordinarily we'd never be exposed to this information, says Stein.

**C1**

**Listening**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
C	B	B	C	A	C	A	A	C	B	C	A	A	B	A

<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
C	A	B	A	B	B	C	B	B	A	B	C	A	B	A

**Reading**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
A	D	A	B	B	A	A	D	B	C	E	L	F	A	G

<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
J	B	C	K	D	B	B	C	B	A	B	A	B	C	B

**Lexical Grammar Competence**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
D	D	D	B	C	A	C	D	C	D	B	B	B	C	A

<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
B	A	A	A	B	B	A	B	B	A	A	B	A	A	B

