

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

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

**CHET TILLAR O‘QITUVCHILARINING
BAZAVIY LAVOZIM MAOSHLARIGA OYLIK USTAMA BELGILASH
TEST SINОВI
TIL: INGLIZ
NAMUNA**

**TEST FOR ELIGIBILITY OF 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 Competence (Questions 1-30)

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

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

YOU MUST COPY ALL YOUR ANSWERS TO THE ANSWER SHEET.

Please write your full name here:

Please sign here:

(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!**

SUB-TEST 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 each 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 hear an announcement on the radio. What kind of programme is being advertised?

- A) a documentary B) a soap opera C) a quiz show

Q2. You hear part of a news broadcast on TV about an accident at a chemical factory. The speaker is speaking...

- A) in the chemical factory
B) outside the chemical factory
C) beside the team of German experts

Q3. You are staying in Britain with a host family. You hear the father speaking to one of his children. The day of the week they are speaking is...

- A) Tuesday B) Thursday C) Wednesday

Q4. You overhear a man at a call box telephoning an emergency break-down service to ask for a mechanic to fix his car. The car is...

- A) near the Green Lion pub
B) opposite the Green Lion pub
C) opposite the High street

Q5. Listen to this man being interviewed on the radio. The man is...

- A) a singer B) a film star C) an actor

Q6. You are on a bus tour of a British historical city. You are currently looking at Saint Christopher's Memorial Hospital. The speaker's opinion of that building is that ...

- A) it is not noticeable on its appearance.
B) the gardens are exceptionally beautiful.
C) the architecture is a masterpiece.

Part 2

You will hear a dialogue.

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

Q7. How does the man feel about the lottery?

- A) It is silly but fun.
- B) There is nothing good about it.
- C) It is harmful for young people.

Q8. Who are eligible to play the national lottery?

- A) anyone older than 18
- B) only 20 million people
- C) anyone by the age of 18

Q9. Why was this week special for Tina?

- A) She felt lucky.
- B) She went to Camelot.
- C) She had money to spend.

Q10. What does Tina think the lottery company does with the money it makes?

- A) It is saved for jack pot.
- B) They hardly make any money.
- C) It is donated to charity.

Q11. How often has Barry played the lottery?

- A) never
- B) one time only
- C) once in a while

Q12. What does Barry's dad's saying mean?

- A) Work for your money
- B) Do your best to win the lottery
- C) The lottery is not easy to win

Q13. If the man needed money,...

- A) he`d play a lottery game.
- B) he`d prolong his working hours.
- C) he`d try to cheer himself up.

Q14. Next week, Tina is going to ...

- A) buy a lottery ticket again.
- B) work overtime in the office.
- C) get rid of her habit.

Part 3

You will hear someone giving a talk.

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

Q15. According to the narrator, animals ...

- A) can communicate with each other.
- B) do not acquire speech.
- C) communicate the same way as humans.

Q16. Parrots can ...

- A) communicate with people.
- B) imitate people's sounds.
- C) understand people differently.

Q17. Using simple sounds, primates can communicate a few basic ...

- A) ideas.
- B) commands.
- C) speech acts.

Q18. Dolphins are unable to produce certain sounds because of...

- A) physical structure.
- B) lack of consciousness.
- C) some complicated vowels.

Q19. Unlike other animals, dolphins produce some human phrases...

- A) consciously.
- B) repeatedly.
- C) inadvertently.

Q20. Sounds made by whales are called songs because the phrases are...

- A) more meaningful.
- B) often repeated.
- C) always rhymed.

Q21. Bottle-nosed whales are ...

- A) more investigated than other whale species.
- B) the only species with accurate grammatical language.
- C) in larger communities than other species.

Q22. Children acquire speech better by ...

- A) overhearing daily phrases.
- B) learning nearly 100 daily words.
- C) talking to their parents.

Part 4

You will hear part of a lecture.

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

Q23. As the lecturer states, people's perceptions ...

- A) are not always right.
- B) contradict students' perception.
- C) conform with the reality.

Q24. How is the information in the lecture organized?

- A) A concept is supported by an extended example.
- B) Several examples are presented to support a concept.
- C) An example contradicting a concept is presented.

Q25. Research conducted about multimillionaires ...

- A) reflects what Americans perceive of millionaires.
- B) differs greatly from what students think.
- C) may differ from the reality.

Q26. The students' home assignment ...

- A) was completed by only a few of the students.
- B) was based on expenses of well-off Americans.
- C) reflected ordinary Americans' annual expenses.

Q27. The main concept of the lecture is to ...

- A) describe American multimillionaires' lives.
- B) distinguish reality from ordinary imagery life.
- C) contrast reality with people's perception.

Q28. Studies have shown that American multimillionaires ...

- A) work diligently to earn money.
- B) spend their money carelessly.
- C) live an ordinary way of life.

Q29. Compared to ordinary people, multimillionaires ...

- A) prefer extravagant lifestyle.
- B) live beyond their means.
- C) spend less than they can afford.

Q30. At the end of the lecture, the professor ...

- A) assigned a research project.
- B) finalized the topic.
- C) explained case studies.

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**.

SAMPLE

PART 1

Questions 1-10 are based on the following text.

I was born Elizabeth Marie Thatcher on June 3, 1891, the third daughter to Ephraim and Elizabeth Thatcher. My father was a merchantman in the city of Toronto and had done very well for himself and his family. In fact, we were considered part of the upper class, and I was used to all of the material benefits that came with such a station. My father's marriage to my mother was the second one for her. She had first been married to a captain in the King's service. To this union had been born a son, my half-brother, Jonathan. Mother's first husband had been killed when Jonathan was but three years old; Mother therefore had returned to her own father's house, bringing her small son with her.

My father met my mother at a Christmas dinner given by mutual friends. She had just officially come out of mourning, though she found it difficult to wrap up her grief and lay it aside with her mourning garments. I often wondered just what appealed most to my father, the beauty of the young widow or her obvious need for someone to love and care for her. At any rate, he wooed and won her, and they were married the following November.

The next year my oldest sister, Margaret, was born. Ruthie then followed two years later. Mother lost a baby boy between Ruthie and me, and it nearly broke her heart. I think now that she was disappointed that I wasn't a son, but for some reason I was the one whom she chose to bear her name. Julie arrived two years after me. Then, two and a half years later, much to Mother's delight, another son was born, our baby brother, Matthew. I can't blame Mother for spoiling Matthew, for I know full well that we shared in it equally. From the time that he arrived, we all pampered and fussed over him.

Our home lacked nothing. Papa provided well for us, and Mother spent hours making sure that her girls would grow into ladies. Together my parents assumed the responsibility for our spiritual nurturing and, within the proper boundaries, we were encouraged to be ourselves.

Margaret was the nesting one of the family. She married at eighteen and was perfectly content to give herself completely to making a happy home for her solicitor husband and their little family. Ruth was the musical one, and she was encouraged to develop her talent as a pianist under the tutorship of the finest teachers available. When she met a young and promising violinist in New York and decided that she would rather be his accompanist than a soloist, my parents gave her their blessing.

I was known as the practical one, the one who could always be counted on. It was I whom Mother called if ever there was a calamity or problem when Papa wasn't home, relying on what she referred to as my "cool head" and "quick thinking." Even at an early age I knew that she often depended upon me.

I guess it was my practical side that made me prepare for independence, and with that in mind I took my training to be a teacher. I knew Mother thought that a lady, attractive and pleasant as she had raised me to be, had no need for a career; after all, a suitable marriage was available by just nodding my pretty head at some suitor. But she held her tongue and even encouraged me in my pursuit.

I loved children and entered the classroom with confidence and pleasure. I enjoyed my third-graders immensely. My sister Julie was our flighty one, the adventure-seeker, the romantic. I loved her dearly, but I often despaired of her silliness. She was dainty and pretty, so she had no trouble getting plenty of male attention; but somehow it never seemed to be enough for her. I prayed daily for Julie.

Matthew! I suppose that I was the only one in the family to feel, at least very often, concern for Matthew. I could see what we all had done to him with our spoiling, and I wondered if we had gone too far. Now a teenager, he was too dear to be made to suffer because of the over-attention of a careless family. He and I often had little private times together when I tried to explain to him the responsibilities of the adult world. At first I felt that my subtle approach was beyond his understanding, but then I began to see a consciousness of the meaning of my words breaking through. He became less demanding, and began to assert himself in the proper sense, to stand independently. I nurtured hope that we hadn't ruined him after all. He was showing a strength of character that manifested itself in love and concern for others. Our Matt was going to make something of himself in spite of us.

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

Q1. The narrator ...

- A) was born in a poor family
- B) was born in a military family
- C) had a step-brother
- D) had an identical name as her mother

Q2. The narrator was curious about....

- A) her mother's second marriage
- B) her elder brother
- C) her father's attraction to her mother
- D) her parents' quick union

Q3. The narrator's mother was probably displeased about...

- A) her second marriage
- B) giving birth to the third girl
- C) household facilities
- D) her children's behavior

Q4. Why did not the narrator judge her mother of little brother's spoiling?

- A) her mother did not spoil him
- B) they all cherished him
- C) all children were treated the same
- D) her brother was not capricious

Q5. The narrator's parents...

- A) could not afford lots of things
- B) wanted all their children to be lady-like
- C) tried to raise them together
- D) brought them up in severe restrictions

Q6. What is incorrect about narrator's elder sisters?

- A) both of them were married
- B) one of them adored music
- C) one of them was a tutor
- D) one of them was a domestic person

Q7. The narrator was considered to be...

- A) sensible
- B) hasty
- C) ruthless
- D) unrealistic

Q8. How did the narrator's mother react to the choice of her career?

- A) she was strongly against it
- B) she stimulated her in this path
- C) she suggested other options
- D) she ignored the issue

Q9. According to the text, Julie was not...

- A) risky
- B) unstable
- C) intelligent
- D) admirable

Q10. How did Elizabeth show her concern about Matthew?

- A) she treated him like an adult
- B) she tried to pay less attention to him
- C) she had conversations with him
- D) she made him responsible for lots of duties.

PART 2

Questions 11-20 are based on the following text.

SATELLITE images of the Amazon rainforest are startling. Islands of green are surrounded by brown areas of land cleared for farming. In places, the brown advances, year by year. But in others, the forest holds firm. Why the difference? Mostly, the surviving green areas belong to local tribes.

Brazil's Kayapo, for instance, control 10.6 million hectares along the Xingu river in the southeastern Amazon, an area often called the "arc of deforestation". They held back the invasion that engulfed areas close by, often violently repelling loggers, gold miners, cattle ranchers and soya farmers. The Kayapo have kept deforestation rates "close to zero", according to Daniel Nepstad, long-time Amazon researcher now at the Earth Innovation Institute in San Francisco.

Similar effects have been documented in many other parts of the world. Forest dwellers are typically seen as forest destroyers. But the opposite is often the case, says David Bray of Florida International University.

Bray has spent a lifetime studying Mexico, where rural communities have long-standing ownership of 60 per cent of the country's forests, and have logged them for timber to sell. This may sound like a recipe for disaster, yet he says that deforestation rates in community-owned forests have been "generally lower than in regions dominated by protected areas".

One example is in the Yucatan region, where communities outperformed the local Calakmul Biosphere Reserve 200-fold.

Why? Because, Bray says, "communities with rights to resources conserve those resources; communities without rights have no reason to conserve... and deforestation will ensue". Andrew Steer, the head of the Washington DC-based environment group the World Resources Institute, agrees: "If you want to stop deforestation, give legal rights to communities."

Some environmentalists pay lip service to this new conservation narrative. But too often, forest communities face growing efforts by outsiders to grab their land in the name of conservation. The latest threat will probably be a global agreement on climate change in Paris later this year, which is expected to formalise a mechanism called Reducing Emissions from Deforestation and Forest Degradation (REDD), already being piloted.

Under REDD, large areas of forests are to be protected as "carbon sinks". It works by allowing those claiming to protect REDD forests to gain carbon "credits", representing the carbon locked up in the forest that would otherwise have been lost to the atmosphere as trees are chopped down or burned. The credits can then be sold to offset industrial emissions elsewhere.

Large areas deemed at risk of deforestation are earmarked for REDD protection in tropical countries as diverse as Indonesia, Cambodia, Colombia, the Democratic Republic of the Congo and the Solomon Islands. It is becoming clearer that forest communities are best placed to do conservation – especially in frontier zones next to heavily degraded forest, where the biggest carbon savings can be made. So you might expect communities to be in the forefront for owning, managing and profiting from REDD schemes. But so far it hasn't turned out that way. For most, the legal, logistical and scientific barriers are too high. And their governments, sniffing revenues, are not generally supportive of community proposals.

Instead, most pilot REDD projects have been set up by governments with international environment groups and corporations, often in countries with a poor record on land rights for forest communities. Such projects amount to "green grab".

A prime example, one of the largest of a series of planned World Bank pilot REDD projects, is in the Democratic Republic of the Congo. Here, according to forest researcher Aili Pyhala of the University of Helsinki, Finland, forest cover is strongly correlated with community control, and the main threat is from government-backed logging and mining.

The REDD project is intended to cover 120,000 square kilometers of forest spanning the entire province of Mai-Ndombe – an area almost the size of England.

The World Bank is due to approve the scheme later this year. But most of the 1.8 million local inhabitants haven't heard about it yet, says Simon Counsell of the Rainforest Foundation UK – even

though it threatens their traditional livelihoods of hunting, gathering and forest farming, and ignores their history of successfully managing the forest.

Grabbing such land in the name of conservation risks triggering conflicts that destroy forests. "By conferring new value on forest lands, REDD could create incentives for government and commercial interests to actively deny or passively ignore the rights of indigenous and other forest-dependent communities to access and control forest resources," warns Frances Seymour, former director of the Center for International Forestry Research.

We are used to thinking of the rights of forest communities and the need to conserve forests as competing imperatives. But the good news is that conservation and human rights can and do go together. To deny forest communities territorial rights is bad for them, but also bad for maintaining the forests.

The benefits of a more people-based approach to conservation could be huge.

Questions 11-15. Choose the correct answer, A, B, C or D.

Q11. According to the text, brown areas represent ...

- A) forests
- B) urban lands
- C) agricultural lands
- D) tribal lands

Q12. In the text, Yucatan region is used to show the ...

- A) disastrous method
- B) model of better protection
- C) growing number of deforestation
- D) comparison between urban and rural places

Q13. REDD project ...

- A) is denied by the World Bank
- B) is being held in England
- C) is not known to the majority of local tribes
- D) serves to prosperity of habitual life

Q14. According to Frances Seymour, implementation of REDD project may result in...

- A) violation of rights
- B) unlimited usage of resources
- C) prevention of commerce
- D) benefit for the community

Q15. What is the main idea of the text?

- A) tribal conservation methods
- B) development of REDD project
- C) solving the problem of deforestation
- D) conflicts between government and communities

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.

<p>Q16. Mexican communities tend to ...</p> <p>Q17. Land rights may ...</p> <p>Q18. Agreement on weather change may ...</p> <p>Q19. REDD plans do not seem to ...</p> <p>Q20. The Kayapo managed to ...</p>	<p>Sentence endings:</p> <p>A) bring benefits for communities.</p> <p>B) use forests for commercial purposes.</p> <p>C) retain the lands from outsiders.</p> <p>D) reduce deforestation rates.</p> <p>E) think over conservation issues.</p> <p>F) endanger the living conditions of forest inhabitants.</p>
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PART 3

Questions 21-30 are based on the following text.

Video games often get a bad rap as a time-sucking tool of procrastination, but users' fascination with this form of entertainment can be harnessed for learning, particularly when it comes to the fields of science, technology, engineering and mathematics (STEM).

"We have the ability to simulate complex systems and allow people to interact with those systems," says Karen Cator, CEO of Digital Promise, a nonprofit authorized by Congress to spur innovation in education.

Case in point: The University of Washington created a game that ended up solving a key problem to AIDS research. The university's Center for Game Science tackled the issue of protein folding. In the human body, proteins perform vital functions, like breaking down food to power muscles, and can also cause illnesses. The more we know about the structure of a protein—how its chain of amino acids are folded—the better equipped we are to combat diseases and create vaccines.

The game they created, FoldIt, allows users to modify a protein structure and gives players a score based on how "good" of a fold they make. After professional scientists spent years trying and failing to figure out the structure of an AIDS-like virus found in monkeys, they put the problem out to the FoldIt community. Citizen scientists solved the protein in 10 days.

"By creating a way for people to participate and find the subject engaging, it gives them agency to learn about science," says Kate Fisher, community manager at the Center for Game Science. Fisher's team produces a number of games that aim to both teach subject matter and solve major scientific problems.

Games designed to teach STEM vary greatly in complexity and scope; most target students in kindergarten through 12th grade. On the simpler side, Filament Games teaches the basics of plant biology through Reach for the Sun, in which players have to balance the right amount of starch, water and nutrients to enable their plant to grow and reproduce. On the more challenging end, the GlassLab, a partnership between elite educational practitioners and the top players in the gaming industry, is tackling pollution management through a new initiative with the popular game SimCity. Through SimCityEDU: Pollution Challenge! students take on the role of mayor addressing environmental issues in a virtual city while maintaining employment levels and citizen happiness. It's designed for middle school students and aims to facilitate critical thinking for real world problems.

The students "get really emotionally attached to the characters" and are "totally vested" in the challenges, says Jessica Lindl, general manager of the GlassLab. This is about taking the "fun and attraction of video games to change outdated practices of testing and learning."

The GlassLab has an impressive roster of partners to work with, including Electronic Arts and Pearson's Center for Digital Data, Analytics & Adaptive Learning, but that's not a prerequisite for making an impact in this industry. Minecraft, a simple game that allows players to build their own worlds with chunky Lego-like graphics, was created by one guy in Sweden. Released to the public in 2011, it's now being used in classrooms across the world to teach subjects ranging from gravity to ancient civilizations.

Teaching STEM through gaming isn't just about playing the games. It's also about creating them. Using platforms like Gamestar Mechanic and Kodu, students learn to design their own games. Game design creates a "pathway to learning in computer science or art in design skills and systems-based thinking," says Brian Alspach, a vice president at E-Line Media, the publisher of Gamestar Mechanic. When a kid follows a passion, "it creates the most interesting environment for learning and opportunity for growth."

Beyond fostering learning in a particular topic, game design teaches a new language, says Frank Lantz, director of the Game Center at New York University. "It's important for kids to recognize that programming is a fundamental literacy they can learn," Lantz says. "There is a bit of a cult mentality still around programming, but no, it's just a new kind of literacy."

The advent of teaching through video games has also led to the rise of competitions, such as the National STEM Video Game Challenge. Through the challenge, which the Obama administration launched in 2010, middle school and high school students submit original game designs for a chance to win prizes for themselves and money for their schools or a nonprofit of their choosing. Last spring, Microsoft announced the launch of a similar competition requiring students to use its own platform, Kodu.

The percentage of students dropping out of high school indicates a lack of interest in education that has reached crisis level, several people interviewed for this article said. Incorporating video games is a powerful way to keep students motivated to learn.

Questions 21-25. Do the following statements agree with the information in the text?

Choose:

A) T (True) if the statement agrees with the information in the text.

B) F (False) if the statement contradicts the information in the text.

C) NI (No Information) if there is no information on this.

Q21. A game gave a solution to the AIDS related study problem.

A) True B) False C) No Information

Q22. Real world problems are not connected with the SimCityEdu platform.

A) True B) False C) No Information

Q23. Students tend to create games rather than playing them.

A) True B) False C) No Information

Q24. According to Frank Lantz, children can learn other foreign languages through gaming.

A) True B) False C) No Information

Q25. President of the USA himself gives the prizes for competition winners.

A) True B) False C) No Information

Questions 26-30. Match the following statements (26-30) with the games (A-D).

Note: Some names of the games can be repeated.

A) Minecraft	B) FoldIt
C) Reach for the Sun	D) SimCity

Q26. ... teaches the basics of biology.

Q27. ... is found useful in teaching different subjects.

Q28. ... solved long-time scientific dilemma.

Q29. ... deals with the issue of damage to air, water etc.

Q30. ... is the game where one can create personal dimensions.

PAPER 3: LEXICAL AND GRAMMAR COMPETENCE

The Lexical and Grammar Competence 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: **30 minutes**.

SAMPLE

Part 1

For Questions 1-10, read the text below and choose which answer A, B, C or D best fits each space.

Native Americans

In the late 15th century there were about one million Native Americans in North and Central America **Q1** ... in 650 tribes. They were **Q2**..., with different cultures and as many as 2,200 languages.

Native Americans lived in **Q3**... that were generally egalitarian, with customs and traditions regulating their social life. They believed that if a person **Q4**... from the traditional customs and religious ceremonies, harm would come to him or her.

But the basic difference between the native Americans and the European settlers was their philosophies **Q5**... the land, and it was the main cause of conflict. The native Americans lived in harmony with nature and believed that the land could not be the **Q6**... property of individuals. **Q7**..., they were allowed to use the land. On the other hand, the European settlers believed strongly in private and individual ownership of land and came to the New World **Q8**... land. This conflict and the **Q9**... to resolve it shaped the history between these two groups of peoples during a 400-year period.

These conflicts formed the Native American story – the dispossession of cultures, the movement of tribes, the cession of millions of acres of **Q10**..., and the assimilation into the “American culture.”

- Q1.** A) remaining B) surviving C) living D) acting
Q2. A) separating B) several C) varying D) diverse
Q3. A) alignments B) societies C) companies D) crowds
Q4. A) departed B) left C) abandoned D) deserted
Q5. A) along B) toward C) by D) through
Q6. A) special B) own C) particular D) private
Q7. A) Interestingly B) Therefore C) Seemingly D) Instead
Q8. A) looking B) seeking C) searching D) finding
Q9. A) efforts B) powers C) forces D) actions
Q10. A) area B) ground C) land D) soil

Part 2

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).

Intercultural Training with Films

- Q11. Films are a(A) great medium to use not only(B) to practice English, but also(C) to facilitate intercultural learning. **D-no mistake**
- Q12. Today English is a globally(A) language spoken by(B) people from many countries and cultural(C) backgrounds. **D- no mistake**
- Q13. Since(A) culture greatly impacts communication, it is helpful(B) for teachers to introduce lessons and activities that reveal how different dialects, forms of address, customs, taboos and other cultural elements to influence(C) interaction among different groups. **D- no mistake**
- Q14. Numerous films contain(A) excellent examples of intercultural(B) communication and are high(C) useful resources for teachers. **D- no mistake**
- Q15. Additional reasons for teachers to incorporate films in class (A) and encourage their students watching(B) movies in English include the following points: Films combine pleasure and learning by telling a story in a way that(C) captures and holds the viewer's interest. **D- no mistake**
- Q16. Films simultaneously(A) address different senses and cognitive channels. For example, spoken(B) language is supported by visual elements that make it easier for students understand(C) the dialogues and the plot. **D- no mistake**
- Q17. Students are exposed in(A) the way people actually speak and involve the viewers, appeal to their(B) feelings, and help them empathize(C) with the protagonists. **D- no mistake**
- Q18. DVDs usually come with(A) subtitles in English, which(B) facilitates understanding and improves reading(C) skills. **D-no mistake**
- Q19. Intercultural topics that (A) show how people from different backgrounds communicate and interact is (B) becoming more prominent in (C) language teaching. **D- no mistake**
- Q20. Teachers can benefit from the treasure trove of films that (A) deal with subjects like (B) immigration, xenophobia, adjusting to new culture, or the dilemmas facing(C) when one belongs to two cultures. **D- no mistake**

Part 3

Match the underlined structures (Q21-Q30) to their names (A-L).

Note: there are TWO EXTRA options that you do not need to use.

A	during	B	thoroughly	C	combination
D	increasingly	E	from	F	glued
J	since	H	foot	I	hurl
J	play	K	enthusiastically	L	recognized

Lacrosse: Inspiring Feats

To generations of Americans, baseball is “the national pastime.” And football is the all-American sport that keeps millions of fans **Q21. ...** to the television or cheering in stadiums every weekend **Q22. ...** the fall. But in fact no sport is more **Q23. ...** American than the stickball game of lacrosse.

Sometimes called the fastest game on two feet, lacrosse is a **Q24. ...** of soccer and hockey in which players use sticks with loose netting on one end to catch, carry, and pass a ball in an effort to **Q25. ...** it into an opponent’s goal. Originated by Native Americans long before Europeans set **Q26. ...** in the New World, early versions of the game were part religious ritual and part military training for young tribesmen.

Today, it’s just plain fun for players of all ages, which has made it one of the fastest growing sports in the United States and **Q27. ...** worldwide. People in more than 30 countries on five continents now **Q28. ...** organized lacrosse. Yet, inexplicably, the sport has now been **Q29. ...** as an official sport in the Olympics **Q30. ...** 1908 – much to the annoyance of its legions of fans.

PAPER 4: WRITING

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

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

*You are advised to spend no more than **one hour** on this paper.*

Task 1

You recently visited a tourist attraction and you were very pleased by the help given to you by the staff.

Write a letter to the head of the staff at the tourist attraction. In your letter:

- give details of the circumstances of your visit;
- describe the help given to you by the staff;
- say what you want the head of staff to do.

Do not include any address.

Write your letter in an appropriate style in at least **150** words on your answer sheet.

Begin your letter as follows:

Dear Sir or Madam,

Task 2

Young people should be ambitious in order to succeed in life.

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 at least two paragraphs)
- Conclusion

Write your essay in appropriate style and format in at least **250 words** on your answer sheet.

You can use this page for any rough work.

B 2 Keys

Q#	LISTENING	Q#	READING	Q#	LEXICAL AND GRAMMAR COMPETENCE
1	A	1	D	1	C
2	B	2	C	2	D
3	C	3	B	3	B
4	A	4	B	4	A
5	C	5	C	5	B
6	A	6	C	6	D
7	B	7	A	7	D
8	A	8	B	8	B
9	A	9	C	9	A
10	C	10	C	10	C
11	B	11	C	11	D
12	A	12	B	12	A
13	B	13	C	13	C
14	C	14	A	14	C
15	A	15	C	15	B
16	B	16	B	16	C
17	A	17	D	17	A
18	A	18	F	18	D
19	A	19	A	19	B
20	B	20	C	20	C
21	A	21	A	21	F
22	A	22	B	22	A
23	A	23	C	23	B
24	A	24	B	24	C
25	B	25	C	25	I
26	B	26	C	26	H
27	C	27	A	27	D
28	C	28	B	28	J
29	C	29	D	29	L
30	A	30	B	30	J