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TIL: INGLIZ**

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

A MOCK EXAM PAPER FOR SELF-TEST

The test booklet consists of 4 sub-tests.

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

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

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

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

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

YOU MUST COPY ALL YOUR ANSWERS TO THE ANSWER SHEET.

Please write your full name here:

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 **1-10**

Part 2: Questions **11-16**

Part 3: Questions **17-22**

Part 4: Questions **23-30**

Each question carries **ONE** mark.

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

Part 1

Questions 1-5

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

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

- A) This kind of films help you develop thinking skills.
- B) The speaker enjoys films that are funny and smart.
- C) The speaker prefers action films.
- D) You can learn from this kind of films that show real situations.
- E) It is TV that forces people to buy useless things.
- F) People become lazy because of TV.
- G) TV is your best friend.
- H) TV makes people equal in some way.
- I) TV makes people free in their choice.
- J) TV makes people stupid.
- K) Westerns show strong characters.
- L) This kind of films helps us to imagine incredible possibilities.

Q1. Speaker 1

Q2. Speaker 2

Q3. Speaker 3

Q4. Speaker 4

Q5. Speaker 5

Q6. Speaker 6

Q7. Speaker 7

Q8. Speaker 8

Q9. Speaker 9

Q10. Speaker 10

Part 3

Questions 17-22

You will hear an interview.

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

Q17. Ray gives a list of competitions he enters to show that ...

- A) his work is very varied.
- B) he has a very demanding job.
- C) anyone could do a job like this.

Q18. How did Ray become a professional competition winner?

- A) It started from a childhood hobby.
- B) A specific prize inspired him.
- C) He was frustrated with his job at the time.

Q19. How did Ray win the computer?

- A) by skill.
- B) by mistake.
- C) by chance.

Q20. Ray's holiday in Kenya is an example of ...

- A) a typical prize.
- B) a useful prize.
- C) a memorable prize.

Q21. In what way is technology changing the world of competitions?

- A) It is giving more people the chance to win.
- B) It is discouraging professionals like Ray from taking part.
- C) It is reducing the element of luck.

Q22. Why does Ray tell the anecdote about chocolate cookies?

- A) to warn that competitions can be dangerous
- B) to say that sometimes his prizes can cause problems
- C) to criticise companies who set competitions in an irresponsible way

Part 4

Questions 23-30

You will hear part of a lecture.

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

Q23. The lecture focuses on ...

- A) the purity of underground water.
- B) the effective use of water resources.
- C) quantitative methods in hydrogeology.

Q24. The method of “safe yield” implies that you can use ...

- A) only a tiny amount of underground water.
- B) all the water that you have at your disposal.
- C) as much water as compensated naturally.

Q25. What is the professor’s opinion of “safe yield” method?

- A) He is skeptical about it.
- B) He thinks it is a perfect system.
- C) It ignores differences in water usage.

Q26. As the result of pumping out water, there is a change in ...

- A) water balance.
- B) recharge rate.
- C) quality of streams.

Q27. Removing water from an underground system leads to ...

- A) underground water pollution.
- B) formation of discharge points.
- C) decrease in surface water supply.

Q28. The state of Arizona ...

- A) is a vivid example of “safe yield”.
- B) has solved the problem of water balance.
- C) was the first to introduce aquifer systems.

Q29. A sustainable water system is able to ...

- A) satisfy immediate needs.
- B) continue for a long time.
- C) form new lakes and springs.

Q30. The “safe yield” method is not sustainable because ...

- A) it does not consider natural water flow-out.
- B) it turns the surrounding area into a swamp.
- C) it leads to a poor quality of underground water.

SUB-TEST 2: READING

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

Part 1: Questions **1-10**

Part 2: Questions **11-15**

Part 3: Questions **21-30**

Each question carries **ONE** mark.

Part 1

Questions 1-10

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

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

List of Headings:

- A) Chemistry in tennis
- B) Stress or relaxation
- C) Footballer's diets
- D) Ideal football shape
- E) Length matters
- F) Losing control
- G) Puree instead of pasta
- H) Quick reaction
- I) Referee's perspective
- J) Too fast
- K) Training the mind
- L) Welsh roots

Q1. Good footballers must have something in their genes. Scientists have discovered a link between the length of a footballer's ring finger and their ability as a player. They compared the ring and index fingers of top players. Players whose ring fingers were longer compared to their index fingers were more likely to be elite players. Some of the players found to have long ring fingers are Bryan Robson, Ossie Ardiles, Glenn Hoddle, Sir Stanley Matthews and Gazza.

Q2. In the past, footballers used to have a big fried breakfast –or even a roast dinner-before a football match. In the new era of professional football, the menu of modern players has been radically reformed. Arsenal manager, Arsene Wenger, is known for his scientific method of feeding his team. When he first came to the club in 1996, he at once changed the players' dinner menus. Sugar, red meat, chips, fried foods and dairy products were out. Vegetables, fish, chicken and plenty of water were in.

Q3. French diet specialists heavily criticized the pre-match diet of the England players in Euro '96. Their menu of tomato soup and spaghetti was said to be more likely to produce wind than a win. Potatoes, according to French scientists, make the best meal on the day of a game. They have glucides, which give the player a lot of energy. They also include useful vitamins. According to one piece of research, a player should eat 200-300 grams of mashed potatoes, boiled for 20 minutes, exactly three hours before going to the game.

Q4. These days, footballs are made in a design based on the 'Buckminster Ball'. The American architect Richard Buckminster Fuller came up with the design when he was trying to find a way for constructing buildings using a minimum of materials. The ball is a series of geometrical figures, which can be fitted together to make a round body. The modern football is in fact a Buckminster Ball consisting of 32 pieces. When they are joined together and filled with air they make a perfect sphere.

Q5. Research has shown that watching the World Cup is good for our health- even if your team goes out on penalties. The scientists suggest that a common interest and a nationalistic pride are very important. The competition makes people less concentrated on their own problems. They are also more patient and can cope with crises much easier. Watching football can, however, also be disappointing, especially when it comes to the decisions of referee and officials. Besides, watching penalties can be very nervous.

Q6. By now Wimbledon has become a popular national festival, together with Ascot and the Cup Final. Many people in Britain don't know that tennis was first played in Wales. It was there, in 1873, that Major Walter Wingfield played a game with the recently invented rubber balls and enjoyed it so much, that he decided to develop the standards of the game. He published the first book of tennis rules later that year. The first Wimbledon championship was held a few years later in 1877 and the British Lawn Tennis Association formed in 1888.

Q7. Good mental preparation is necessary for professional tennis players. In a long match they can be on the court for several hours with nobody to talk to. There can be hundreds of stops from the crowd, their opponent and, especially at Wimbledon, the rain. Players need to practice methods for improving their concentration and for motivating themselves when the game is going against them. They are often taught to imagine some situations, such as a tense tie-break. Then they imagine what to do with it.

Q8. Many players find it impossible to stay calm in the stressful situation of a long tennis match and let their temper out. John McEnroe was famous for his quarrels with referees. Several players have been given warnings for throwing the racket or swearing. Some players lose matches they could easily win because their mind lets them down. Pat Rafter said that he couldn't breathe in his 2000 Wimbledon final. The stress of being near the victory can be too much for a person.

Q9. The power of today's tennis game is only partly created by the athletes themselves. Much of it comes from their rackets. New designs mean players can hit the ball with more speed and accuracy than ever before. It started in the 1970s when the traditional wooden racket was replaced with metal. Since then different materials have been used. Graphite has made the biggest influence. Now the graphite can be mixed with materials such as boron and titanium to produce even stronger, and lighter, rackets.

Q10. Speed isn't always a good thing. Many fans are complaining that the speed of the game is making tennis boring to watch. After two years of testing, a new ball has now been invented which could slow down tennis and make it more exciting to watch. The ball is put together in exactly the same way as the one used now, but is 6% larger in diameter. The bigger ball gives the receiver 10% more reaction time in which to return the serve. So the number of aces – serves in a match that the receiver fails to return – will be far fewer.

Part 2

Questions 11-20

Read the text and the following questions.

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

The girls were brushing their teeth when Chanu got home. He staggered down the hallway and dropped a large cardboard box at his feet. He wriggled out of the straps of a canvas bag that was slung across his shoulders and swung it down. It **dislodged** another large chunk of plaster from the wall. The dust settled on Chanu's hair.

He slapped his hands together a few times, the way a man might if he has finished his tasks and is waiting for praise. 'Here,' he said, still trying to catch his breath, 'Don't I always do as you ask? I got it.' He beamed at his wife Nazneen. The girls stuck their heads out from the bathroom. 'Come on,' he called to them. 'See what I have got for your mother.'

The girls came out in their nightdresses and stood close to Nazneen. 'You know, when I married your mother I thought I was getting a simple girl from the village and she would give me no trouble.' He was playing the fool for them. Rolling his eyes and puffing his cheeks. 'But she is the boss woman now. Anything she says, your father goes running off and does it. Look. Look inside the box.'

The girls moved forward together. Bibi began pulling at the brown tape. Shahana pushed her aside and took charge. Suddenly both girls were ripping at the cardboard, plunging arms inside and squealing.

'Ah, wait. Let your mother see.'

Nazneen came close and squatted beside the box. Inside there was a sewing machine and a tangle of wire.

'Birthday present,' said Chanu.

It was not her birthday.

'Early birthday present,' he said.

'It is what I wanted,' said Nazneen.

They never celebrated their own birthdays, only the girls'.

'Let's try it,' said Bibi.

Chanu bent down and unzipped the large canvas bag. It contained a computer.

'Is it your birthday present?' asked Bibi.

'That's it.' He was delighted. 'That's what it is.'

They put the computer on the dining table and the sewing machine next to it. Thread was found and pieces of cloth. Nazneen broke one needle. Chanu fitted another and she sewed a dish towel to a cloth that she used to wipe the floor. Shahana sewed a hem on a pillowcase. Bibi had a turn but could not manage the foot tread and the needle at the same time. She held the cloth steady while Shahana had another turn. Then Chanu found the setting for zigzag stitches and made patterns on a pair of old underpants. Nazneen wiped the pale green casing although the only marks on it were tiny worn-in scratches that could not be removed. The machine had become a little warm from its exertions and she felt it should rest.

'The computer,' cried Bibi.

'Let me do it,' said Chanu as the girls pressed up to the screen. There was much plugging and replugging and poking of buttons before the screen began to burr and turn slowly from black to grey to blue. All the time Chanu kept up an informative commentary. *You see ..., This wire goes in the ... , Must never touch any ... , I'll show you how the ...* Shahana twisted her arms up in the loose fabric of her nightdress. She wanted to tell her father to take off his coat. Nazneen stopped her with a pleading look. These gay moods came rarely enough.

Chanu sat down and began to type. He examined the keyboard closely before each stroke, putting his face right down by the letters as though something valuable had slipped between the cracks. Minutes later he had completed a sentence. The girls pushed up to take a look. It was long past bedtime.

Bibi read it out. 'Dear Sir. I am writing to inform you.'

'It all comes back so quickly,' said Chanu. His cheeks were red with pleasure.

Q11. When Chanu arrived home, ...

- A) he tried to avoid doing damage to the wall.
- B) he accidentally dropped something he was carrying.
- C) he had difficulty carrying what he had brought with him.
- D) he tried to come in without the others noticing.

Q12. The word “dislodged” (Paragraph 1, in bold) is closest in the meaning to ...

- A) found.
- B) removed.
- C) hung.
- D) fixed.

Q13. When Chanu told the others to see what he had brought, ...

- A) he joked about his relationship with his wife.
- B) he said that he expected them to be delighted.
- C) he told the girls that their mother deserved it.
- D) he complained about being told what to do.

Q14. When the girls opened the box, ...

- A) they started arguing with each other.
- B) Chanu told them to be more careful.
- C) Nazneen expressed satisfaction at what it contained.
- D) Shahana was able to do so more easily than Bibi.

Q15. When Chanu showed the others what was in the bag, ...

- A) he made it clear that they could not use it.
- B) he showed that he preferred it to the sewing machine.
- C) he made sure that they handled it carefully.
- D) he pretended that it was also a birthday present.

Q16. What happened while they were using the sewing machine?

- A) They all had problems doing what they wanted to do.
- B) All four of them operated it for a time.
- C) The girls did better than their parents.
- D) It didn't work as well as it should have done.

Q17. What worried Nazneen about the sewing machine was that ...

- A) the girls would scratch its case.
- B) the family had had enough goes with it.
- C) Chanu would damage clothes trying it.
- D) it was not of the colour she wanted.

Q18. When Chanu was putting the computer together, ...

- A) Nazneen was very keen for him to remain in a good mood.
- B) it made a noise that it shouldn't have made.
- C) he admitted that he was not sure how to do it.
- D) the others began to get bored.

Q19. When Chanu used the computer for the first time, ...

- A) he was proud that he could remember how to do something.
- B) he was worried that it might be faulty in some way.
- C) he tried not to let the others see how hard it was for him.
- D) he changed his mind about what to do on it.

Q20. The word “it” (in bold, the last paragraph) refers to ...

- A) the computer.
- B) the letter.
- C) the knowledge
- D) the sentence.

Part 3

Questions 21-30 are based on the following text.

Want your child to be good at sport, make the school team and maybe one day even compete on the world stage? Well, try to ensure that your would-be Olympian or World Cup winner is born in November or, failing that, in October. A study led by one of the country's leading experts on children's physical activity has found that school pupils born in those months were fitter than everyone else in their class.

November- and October-born children emerged as fitter, stronger and more powerful than their peers born in the other 10 months of the year, especially those whose birthdays fell in April or June. Dr Gavin Sandercock, from the Centre for Sports and Exercise Science at Essex University, and colleagues found that autumn-born children enjoyed "a clear physical advantage" over their classmates.

The research involved 8,550 boys and girls aged between 10 and 16 from 26 state schools in Essex. All were tested between 2007 and 2010 on three different measures of fitness: stamina, handgrip strength and lower body power. The results revealed that a child's month of birth could make "significant" differences to their levels of cardiovascular fitness, muscle strength and ability to accelerate, all of which predict how good someone is at sport, in which such attributes are vital. Performances at school sports days in the weeks ahead may bear out the findings.

November-born children were the fittest overall as they had the most stamina and power and were the second strongest. Those born in October were almost as fit, scoring highest for strength and coming third for power, with December children close behind.

The gap in physical prowess between children in the same class but born in different months was sometimes very wide. "For example, we found that a boy born in November can run at least 10% faster, jump 12% higher and is 15% more powerful than a child of the same age born in April. This is, potentially, a huge physical advantage," said Sandercock. Such gaps could ultimately decide who became a top-level athlete because, as the paper says, "selection into elite sports may often depend on very small margins or differences in an individual's physical performance".

The study, which has been published in the International Journal of Sports Medicine, found that when scores for the three kinds of fitness were combined, those born in April were the least fit, then those in June. That could see those children excluded from school teams and becoming sporting underachievers, he said.

The findings seem to show that children born in the early months of the school year enjoy a double "autumn advantage" – they are already known to have an academic advantage and now they also appear to be better-equipped for sport too. The results show that something other than "the relative age effect" – the greater maturity of those born early in the school year – is at work, especially as the fittest children were not the tallest or heaviest, he added.

The authors believe that autumn-born children's greater exposure over the summer months, towards the end of pregnancy, to vitamin D – the "sunshine vitamin" linked to a range of health benefits – is the most likely explanation. "Seasonal differences in intrauterine vitamin D concentrations seem most plausible," they say. John Steele, chief executive of the Youth Sport Trust, said the quality of a young person's introduction to PE and sport at school can be "a major factor" in their sporting development. "Children that get a high quality first experience, that develops their physical literacy, are those that will have greater agility, balance and coordination, and are more likely to develop an enjoyment of physical activity and excel in sport as they grow up", he said.

UK Sport could not say if a disproportionately high number of the 1,300 athletes across 47 sports it funds were born in November and October. Natalie Dunman, its head of performance pathways, said that while the differences highlighted in the new findings were borne out by teenagers competing in junior level competitions, they had disappeared by the time sportspeople were taking part in adult competitions. She said: "Looking at elite, senior athletes, there are many factors that go into making a champion, and our work hasn't uncovered anything to suggest that month of birth is one of the key ingredients."

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

Q21. The main focus of the text is ...

- A) findings of recent research on the significance of birth time.
- B) sports achievements of children whose birthdays fall into November.
- C) differences between autumn-born children and those born in summer.
- D) comparison of academic and athletic achievements of autumn-born children.

Q22. According to the research, children born in April or June ...

- A) are more academically inclined than their autumn-born peers.
- B) appear to be more athletic than those born during the autumn months.
- C) are regarded as less lucky by their peers born in October or November.
- D) tend to demonstrate less strength than those born during the rest of the year.

Q23. According to the text, children born in ... ranked the second for endurance.

- A) April.
- B) October.
- C) November.
- D) December.

Q24. The study revealed that ...

- A) June-born children are in better shape than those born in April.
- B) trainers of school teams usually reject children not born in autumn.
- C) generally, children born in April are not keen on physical activities.
- D) children not involved in sports demonstrate poor academic performance.

Q25. The double "autumn advantage" referred to in the text means that autumn-born children ...

- A) enjoy the favour of their teacher and trainers at school.
- B) perform better at sports due to their weight and height.
- C) demonstrate higher results both in sports and studies.
- D) are more mature as they absorb information better.

For questions 26-30, 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.

Q26. The research claims that children born at certain periods of year are expected to be more successful in sports due to ...

Q27. Sandercock believes that November-born children have more chances to become top athletes thanks to ...

Q28. The authors of the study say that one possible reason for their findings on children born during autumn is ...

Q29. John Steele suggests that one crucial aspect that should not be overlooked is ...

Q30. Nathalie Dunman is skeptical about the application of research findings on adult athletes because of ...

Sentence endings:

- A) advantages in three areas of physical performance.
- B) the nurture children are given from early ages.
- C) the significance of other components of success.
- D) their ability to balance academic and physical work.
- E) their competitive edge over their peers.
- F) their pre-birth absorption of a certain chemical substance.

SUB-TEST 3: LEXICAL AND GRAMMAR COMPETENCES

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

Part 1: Questions **1-10**

Part 2: Questions **11-20**

Part 3: Questions **21-30**

Each question carries **ONE** mark.

Part 1

Questions 1-10

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

Have you chosen a diet for yourself? This article may help you in this.

No, say an increasingly vocal group of health and nutrition professionals. Yes, say others in the field: Eat meat in moderation; it's a nutrient-dense food, and a little goes a long way toward supplying certain vitamins (Q1). Here, you'll find both sides of the story whether (Q2) you choose to eat or pass it up for ethical or healthy reasons, here's what you need to know. Meat is an excellent source of good nutrition. I don't know a better source of iron (Q3) or other elements — copper, zinc. With a vegetarian diet it's difficult to get the elements you need.

"It's wrong to put down a food simply because excessive amounts can cause health problems. Consumed in moderate amounts, meat is perfectly good for your health. The body needs (Q4) certain building blocks for health — amino acids, minerals and vitamins. It so happened that meat is a very reasonable source of these requirements." (Q5)

"The ideal diet contains zero meat and zero cholesterol. That (Q6) holds for all (Q7) people, including young women. While I think it is a step in the right direction for the meat industry to produce lean meats, the McDonald burger makes me worry (Q8) that we may be dealing with something like a filtered cigarette. I don't think we're dealing with anything good in these products, just greater or lesser degrees of bad." Frank Sachs, M. D., Harvard Medical School. "The more frequently you eat red meat, the greater your chances of developing colon cancer is. Red meat contains substantial fat. Eating red meat puts you at risk for heart disease. There may be some benefit in eating red meat once or (Q9) twice a week, but not necessary." Walter Willet, M. D., Dr. Ph, Harvard School of Public Health. Vegetarian diet reduces the risk of heart cancer (Q10), helps control diabetes, treats obesity and is kind to animals. It's an easy choice to make.

Names of structures

- A) Adjective
- B) Attribute
- C) Causative Structure
- D) Complex Sentence
- E) Compound Sentence
- F) Coordinating Conjunction
- G) Demonstrative Pronoun
- H) Modal Verb
- I) Object
- J) Predicate
- K) Quantifier
- L) Subordinating Conjunction

Part 2

Questions 11-20

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

My first ... **Q11** was as a sales ... **Q12** at a large department store. I wanted to work part-time, because I was still studying at university and I was only ... **Q13** to work a few nights a week.

I came ... **Q14** the advertisement in the local newspaper. I remember the interview as though ... **Q15** were yesterday. The personal manager sat behind a large desk. He asked me various questions which surprised me because all I wanted was to work in sales. An hour later, I was told that I had got the job and was given a contract to go ... **Q16**. I was to be trained for ten days before I took my post. Also, as a member of ... **Q17**, I was entitled to some benefits, including discounts.

When I eventually started, I was responsible ... **Q18** the toy section. I really enjoyed it there and I loved demonstrating the different toys. I was surprised at how friendly my colleagues were, too. They made working there fun when we had to ... **Q19** customers who got on our nerves. On the whole, working there was a great ... **Q20** which I will never forget.

- | | | | | |
|-------------|----------------------|---------------------|--------------------|-----------------------|
| Q11. | A) occupation | B) job | C) work | D) employment |
| Q12. | A) employee | B) attendant | C) officer | D) assistant |
| Q13. | A) excellent | B) able | C) proud | D) experienced |
| Q14. | A) across | B) into | C) on | D) round |
| Q15. | A) it | B) I | C) that | D) there |
| Q16. | A) on | B) over | C) ahead | D) with |
| Q17. | A) staff | B) crew | C) band | D) party |
| Q18. | A) of | B) at | C) with | D) for |
| Q19. | A) control | B) deal with | C) manage | D) cooperate |
| Q20. | A) event | B) affair | C) practice | D) experience |

Part 3

Questions 21-30

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

- Q21. The sheep could (A) be milk (B) (and still is) in many parts of (C) the world. **D – no mistake**
- Q22. When it shed (A) its fleece this could be (B) spun and woven into (C) cloth. **D – no mistake**
- Q23. Man (A) soon realized (B) that to kill the sheep for its meat alone was a waste of (C) food and material. **D – no mistake**
- Q24. And once he became (A) a shepherd with (B) the help of his friend - the dog (D), **D – no mistake**
- Q25. probably the only animal to be (A) domesticated before (B) the sheep, he soon devised a method of produced (C) clothing from the fleece. **D – no mistake**
- Q26. Even before 10,000 BC wool cloth was being (A) spun and woven via (B) the tribes of (C) northern Europe. **D – no mistake**
- Q27. To spin (A) it they took the wool in one hand and drew it out, twisting (B) it into a thread with (C) the fingers of another (C) hand. **D – no mistake**
- Q28. The (A) result was (B) a thick uneven (C) yarn. **D – no mistake**
- Q29. Later, a crude spindle has been (A) developed by fitting (B) a stone or clay ring to the end of (C) a short wooden stick. **D – no mistake**
- Q30. The ring acted like (A) a flywheel and enabled (B) the drawn-out yarn to be wound (C) on to the spindle. **D – no mistake**

SUB-TEST 4: WRITING

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

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

Task 1

You are going on holiday and you would like to hire a car. One of your parties is in a wheelchair.

Write a letter to a car hire company. In your letter:

- explain the reason you need the car;
- describe the type of car you need
- ask what the price is and what it includes.

Do not include any address.

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

You do not need to write your address.

Begin your letter as follows:

Dear Sir or Madam...

Task 2

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

Everyone should be obliged to do some community service.

Use specific reasons and examples to support your position.

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)
- Conclusion

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

ANSWER SHEET

LISTENING		READING		LEXICAL AND GRAMMAR COMPETENCES	
<i>Question</i>	<i>Your Answer</i>	<i>Question</i>	<i>Your Answer</i>	<i>Question</i>	<i>Your Answer</i>
Q1		Q1		Q1	
Q2		Q2		Q2	
Q3		Q3		Q3	
Q4		Q4		Q4	
Q5		Q5		Q5	
Q6		Q6		Q6	
Q7		Q7		Q7	
Q8		Q8		Q8	
Q9		Q9		Q9	
Q10		Q10		Q10	
Q11		Q11		Q11	
Q12		Q12		Q12	
Q13		Q13		Q13	
Q14		Q14		Q14	
Q15		Q15		Q15	
Q16		Q16		Q16	
Q17		Q17		Q17	
Q18		Q18		Q18	
Q19		Q19		Q19	
Q20		Q20		Q20	
Q21		Q21		Q21	
Q22		Q22		Q22	
Q23		Q23		Q23	
Q24		Q24		Q24	
Q25		Q25		Q25	
Q26		Q26		Q26	
Q27		Q27		Q27	
Q28		Q28		Q28	
Q29		Q29		Q29	
Q30		Q30		Q30	
Correct:		Correct:		Correct:	

Do not write anything here:

TF: ____

GRA: ____

VRA: ____

OC: ____

Total: ____

