**Farg`ona davlat universiteti**

**\_\_\_\_\_\_\_\_\_\_\_\_\_ Fakulteti \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_yo`nalishi**

**\_\_\_ kurs talabalariga \_\_\_\_\_\_\_\_\_\_\_\_\_\_ fanidan yakuniy davlat attestatsiya uchun \_\_\_\_\_\_\_\_\_\_\_kafedrasidan taqdim etilayotgan**

**TEST MATERIALLARI**

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| --- | --- | --- | --- | --- | --- |
| **№** | **Savol** | **To’g’ri javob** | **Qo’shimcha javob** | **Qo’shimcha javob** | **Qo’shimcha**  **javob** |
|  | What is an essay? | An extended piece of writing that presents and supports a thesis or proposition | A specific form of writing concerning a particular person, place, situation, plan, etc. | A person's written message to another pertaining to some matter of common concern | A short description of a film, book, play etc. |
|  | A “for and against” essay is… | A formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively | A formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and examples. | A formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have. | A specific form of writing concerning a particular person, place, situation, plan, etc.” |
|  | What is a letter? | A person's written message to another pertaining to some matter of common concern. | A formal assessment of something with the intention of instituting change | An extended piece of writing that presents and supports a thesis or proposition. | An informative formal piece of writing concerning a particular person, place, situation, plan, etc. |
|  | What is a report? | A specific form of writing concerning a particular person, place, situation, plan, etc. | An extended  piece of writing that  presents and  supports a thesis  or proposition. | A person's written message to another pertaining to some matter of common concern. | A formal assessment of something with the intention of instituting change. |
|  | An essay discussing problems and suggesting solutions is | A formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences. | A specific form of writing concerning a particular person, place, situation, plan, etc. | A formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively. | A formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and examples. |
|  | A discursive essay is | A piece of formal writing which discusses a particular issue, situation or problem a formal assessment of something with the intention of instituting change if necessary, a critical appraisal of a book, play, film. | A person's written message to another pertaining to some matter of common concern. | A specific form of writing concerning a particular person, place, situation, plan, etc. | A formal assessment of something with the intention of instituting change if necessary, a critical appraisal of a book, play, film. |
|  | What useful expressions and linking words can be used to list points? | Firstly, first of all, in the first place, to begin/start with, secondly, thirdly, finally | One/another/a further/ an additional (major) advantage of… is… | Clearly, obviously, it is obvious, naturally, of course, needless to say, indeed | In fact, the fact (of the matter) is, actually, in practice, in effect |
|  | What useful expressions and linking words can be used to emphasize a point | Clearly, obviously, it is obvious, naturally, of course, needless to say, indeed | In fact, the fact (of the matter) is, actually, in practice, in effect | Firstly, first of all, in the first place, to begin/start with, secondly, thirdly, finally | One/another/a further /an additional (major) advantage of… is… |
|  | What useful expressions and linking words can be used to explain and clarify a point? | In other words, that is to say, this/which means that | One/another/a further /an additional (major) advantage of… is… | Clearly, obviously, it is obvious, naturally, of course, needless to say, indeed | In fact, the fact (of the matter) is, actually, in practice, in effect |
|  | What useful expressions and linking words can be used to express reality | In fact, the fact (of the matter) is, actually, in practice, in effect | One/another/a further /an additional (major) advantage of… is… | Firstly, first of all, in the first place, to begin/start with, secondly, thirdly, finally | In other words, that is to say, this/which means that |
|  | What useful expressions and linking words can be used to express cause? | Since/because, in view of/because of/owing to/due to (the fact that) | Thus/therefore/so/consequently, as a result/consequence, the result of | So that…, so as/ in order (not) to …, with the purpose of/intention of | It can/could/may/might…, it is possible/probable/ (un)likely/certain that… |
|  | What useful expressions and linking words can be used to express effect? | Thus/therefore/  so/consequently, as a result/consequence, the result of | It can/could/may/might…, it is possible/probable/ (un)likely/certain that… | So that…, so as/ in order (not) to …, with the purpose of/intention of | Since/  because, in view of/because of/owing to/due to (the fact that) |
|  | What useful expressions and linking words can be used to express purpose? | So that…, so as/ in order (not) to …, with the purpose of/intention of | Thus/therefore/so/consequently, as a result/consequence, the result of | It can/could/may/might, it is possible/probable/ (un)likely/certain that… | Since/because, in view of/because of/owing to/due to (the fact that) |
|  | What useful expressions and linking words can be used to express possibility/probability? | It can/could/may/might…, it is possible/probable/ (un)likely/certain that… | So that…, so as/ in order (not) to …, with the purpose of/intention of | Thus/therefore/so/consequently, as a result/consequence, the result of | Hence, consequently furthermore |
|  | Formal letters contain… | Formal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms | Informal greetings and endings; idioms; phrasal verbs; abbreviated forms | Formal greetings; informal endings; a respectful tone | Informal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms |
|  | Informal letters contain… | Informal greetings and endings; idioms; phrasal verbs; abbreviated forms | Formal greetings; informal endings; a respectful tone | Informal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms | Formal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms |
|  | Semi-formal letters contain… | Formal greetings; semi-formal endings; a respectful tone | Informal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms | Formal greetings and endings; complex sentences; non-colloquial English, advanced vocabulary; no abbreviated forms | Informal greetings and endings; idioms; phrasal verbs; abbreviated forms |
|  | … is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. | A letter giving information | A formal letter of complaint | A formal letter of apology | A formal letter of application |
|  | … express a person’s concern about and views on a certain matter and usually contain suggestions on how to tackle a problem. | Letters to the authorities/  editor | Letters of request | Letters of apology | Letters of application |
|  | A resume is … | A document used by a person to present their backgrounds and skills. It can be used for a variety of reasons, but most often they are used to secure new employment | A formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else | A short message sent from one person to another in the same organization. It is a note, document or other communication that helps the memory by recording events or observations on a topic such as may be used in a business office | A short message sent from one person to another in the same organization. It is a note, document or other communication that helps the memory by recording events or observations on a topic such as may be used in a business office |
|  | A curriculum vitae is … | A written overview of a person's experience and other qualifications for a job opportunity. | A formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. | A specific form of writing concerning a particular person, place, situation, plan, etc. | A short message sent from one person to another in the same organization. It is a note, document or other communication that helps the memory by recording events or observations on a topic such as may be used in a business office. |
|  | A memorandum is … | A short message sent from one person to another in the same organization. It is a note, document or other communication that helps the memory by recording events or observations on a topic and may be used in a business office. | A formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. | A specific form of writing concerning a particular person, place, situation, plan, etc. | A document used by a person to present their backgrounds and skills. It can be used for a variety of reasons, but most often they are used to secure new employment. |
|  | A cover letter is …. | A letter of introduction attached to, or accompanying another document | A specific form of writing concerning a particular person, place, situation, plan, etc. | A formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else | A short message sent from one person to another in the same organization. It is a note, document or other communication that helps the memory by recording events or observations on a topic such as may be used in a business office |
|  | A diary is … | A record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period | A formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else | A specific form of writing concerning a particular person, place, situation, plan, etc. | A note, document or other communication that helps the memory by recording events or observations on a topic such as may be used in a business office |
|  | … is a formal piece of writing, usually to one’s superiors, colleagues or members of a committee. | An informative report | An assessment report | A survey report | A proposal report |
|  | … is a formal, informative piece of writing which outlines plans and suggestions for a future course of action and is submitted for approval by a bank manager, superiors at work, a business customer, etc | A proposal report | An informative report | An assessment report | A survey report |
|  | … are pieces of writing for publication in a variety of forms, covering a wide range of possible subjects. | Articles | Reports | Letters | Essays |
|  | … are brief, factual pieces of writing written for publication in newspapers, describing important current events in a formal, impersonal style.\_ | News reports | An informative report | An assessment report | A survey report |
|  | In Yes/No/Not Given tasks, you need … | To find whether the statements in the questions match the views or claims of the writer | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage | To match information and understand how ideas are connected within the reading passage | To complete this task using only your knowledge of grammar |
|  | In matching sentence endings tasks, you need … | To match information and understand how ideas are connected within the reading passage | To complete this task using only your knowledge of grammar | To find whether the statements in the questions match the views or claims of the writer | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage |
|  | In labelling a diagram task, you need … | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage | To match information and understand how ideas are connected within the reading passage | To complete this task using only your knowledge of grammar | To find whether the statements in the questions match the views or claims of the writer |
|  | In the sentence completion tasks, you need … | To fill in the gaps in the sentences with appropriate words from the passage | To complete this task using only your knowledge of grammar | To find whether the statements in the questions match the views or claims of the writer | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage |
|  | How would you address the recipient of an informal letter? | My dear | Dear Mr | Dear Sir/Madam | Hello Sir/Madam |
|  | If you don’t know the recipient’s name, how would you address the person | Dear Sir/Madam | Dear Mr/Mrs | My dear | Hello |
|  | … is used to review a topic | Skimming | Scanning | Highlighting | Outlining |
|  | … the purpose of reading is usually related to pleasure, information and general understanding. | Extensive reading Characteristic | Intensive reading Characteristic | Scanning Characteristic | Skimming Characteristic |
|  | …. helps students focus on remembering what they read. It can also be used to help develop the main idea. | Summarizing | Critical thinking | Reflection | Sub-Lexical reading |
|  | In which part of an informal letter “With love” is used? | Closing | Opening | Heading | body |
|  | What is the main aim of action research at school? | To deepen the teacher's understanding (diagnosis) of the problem | To investigate human actions | To explore and test new ideas | To assess educators teaching |
|  | Choose the appropriate answer? Skimming - ……… | It is important to have an overall understanding of the text but you do not always have to read all parts of the text in the same detail. It helps to save a lot of time. | Read through the passage quickly to gain a general idea of the content. This will help when you come to look at the text in more detail. | It is a good idea to read a section of text and then return to it to highlight when you are sure of the key points. | It helps to summarise in your thoughts about the authors arguments or summaries in your own words |
|  | Choose the appropriate answer? Scanning - ………. | It is a good idea to read a section of text and then return to it to highlight when you are sure of the key points It is important to have an overall understanding of the text but you do not always have to read all parts of the text in the same detail. It helps to save a lot of time. | Read through the passage quickly to gain a general idea of the content. This will help when you come to look at the text in more detail. | It is important to have an overall understanding of the text but you do not always have to read all parts of the text in the same detail. It helps to save a lot of time. | It helps to summaries in your thoughts about the authors arguments or summaries in your own words. |
|  | Scanning Activities are … | Make predictions and guesses, Use titles and tables, key words and Activate prior knowledge | Reading log, Reflection, Book report and Retelling | Use titles and tables, Reading log, Reflection | Reading log, Reflection |
|  | Extensive reading activities are … | Reading log, Reflection, Book report and Retelling | Make predictions and guesses, Use titles and tables, key words and Activate prior knowledge | Use titles and tables, Reading log, Reflection | Reading log, Reflection,  key words |
|  | Intensive reading activities are … | Identify main ideas and details, making inferences and looking at the order of information | Make predictions and guesses, Use titles and tables, key words and Activate prior knowledge | Reading log, Reflection, Book report and Retelling | Reading log, Reflection,  key words |
|  | … are defined as the mental operations involved when readers approach a text effectively and make sense of what they read. | Reading strategies | Reading  comprehension | skimming | Scanning |
|  | By whom the classroom action research is owned and directed? | Classroom action research is owned and operated by both teachers and pupils simultaneously | Classroom action research is owned and operated by teachers | Classroom action research is owned and operated by pupils | Classroom action research is not owned and operated by anybody. Each participant should conduct individually |
|  | Which of the following activities does Post - reading stage include | Re-read, Read aloud, Check predictions, Analyze, Find answers | Make predictions, Skim/Scan, Analyze, Find answers, Seek feedback | Activate prior knowledge, Pose questions, Make predictions, Skim/Scan | Summarize/paraphrase, Seek feedback, Interpret text, Make connection, Reading logs |
|  | Choose the correct answer? All letters should include the following: | An appropriate greeting; an introduction, main body; a conclusion; an appropriate ending. | An introduction; main body | An appropriate greeting and ending | An appropriate greeting; an introduction, main body; an appropriate ending. |
|  | How the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes is called? | Data collection | Theoretical questions | Survey | Questionnaire |
|  | What is the purpose for writing a letter of apology? | To explain the reasons for the problems and apologizing for something | Congratulating someone | Asking for advice | Inviting someone |
|  | Which of the letter is written in order to apply for a job? | Application letter | Apology letter | Complaint letter | Editor letter |
|  | Give the definition to “empirical action research”. | Is research which central idea is that the people who are to take action must also be involved in the research process from the very beginning | Is research which is designed to lead to action | Is controlled research on the relative effectiveness of various action techniques | Is primarily a matter of record-keeping and accumulating experience in day to day work |
|  | Which type of report is a formal piece of writing written on request, presenting or evaluating positive and/or negative features of a person, plan or place? | Assessment report | Survey report | Informative report | Proposal report |
|  | In which type of report writer uses the following expressions? One in ten, two out of five, twenty percent of the people questioned | Survey report | Informative report | Proposal report | Assessment report |
|  | What is the goal of data collecting? | To capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed | To show the principles of surveys and questionnaires in a research | To emphasize on ensuring accurate and honest collection | To study advantages and disadvantages of tools and open them in details |
|  | Which type of report present plans, decisions or suggestions concerning possible future courses of action for approval by one’s superior at work? | Proposal report” | Survey report | Informative report | Assessment report” |
|  | What are the fundamental cornerstones of the scientific method? | Validity and reliability | Survey and questionnaire | Observation and interview | All data collection tools |
|  | What is survey? | Data gathering method that is utilized to collect, analyze and interpret the views of a group of people from a target population | Refers to whether the questions elicit similar information or the same characteristic even if the wordings or questionnaire structures are changed | A research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents | Capturing quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed |
|  | Choose the correct answer. A well- developed paragraph contains ……… | A clear topic sentence and justification | A clear justification and closing paragraph | A clear topic sentence and introduction | Closing paragraph and introduction |
|  | Which of the following tips writer can’t use in discursive essay? | short forms, informal/colloquial language, very emotional language | Use sequences and generalizations, impersonal style | Formal, impersonal style, topic sentence | topic sentences, impersonal style, formal |
|  | Which kind of letter is usually written in response to a request or enquiry? | Letter giving information | Letter of application | Letter of advice | Letter giving opinion |
|  | In which type of letter the following expressions are used: To begin with, Firstly, Secondly, Additionally, Finally | Letters Making suggestions/recommendation | Letters of complaint/ letters of apology | Letters of apology/letters of explanation | Letters of application/letters of apology |
|  | Informal letters are written to … | People you know well | Officials | Managers | Teachers |
|  | In which type of letter each complaint should be supported by clear justification? | Letter of complaint | Transactional letter | Apology letter | Application letter |
|  | Choose the wrong answer? | Letters of Apology require a dignified tone | Letters of Apology are written in formal style | Letters of Apology are written in informal style | Apology letter requires a polite tone |
|  | Which tenses are normally used in assessment report? | Present tense | Past tense | Future tense | Present and Past tense |
|  | Which type of report is a formal piece of writing presenting and analyzing the findings of research? | Survey report | Informative report | Assessment report” | Proposal report |
|  | Which type of letter is written to ask for permission, help and advice? | Letters of Request | Letters of Application | Letters of Complaint | Letters of Apology |
|  | Letters of Request may …….. | Explain a situation, Make suggestions, Present arguments | Explain a situation, explain a book, complain | Make suggestions, draw a picture, convince | Present arguments, explain a personal plan |
|  | Choose the answer which doesn’t belong to the language of letters giving an opinion? | I am writing to request your assistance concerning the matter of….. | I am writing to reply to your letter requesting advice about…… | I hope the following advice will be of help to you…. | Thank you for your letter requesting advice about…. |
|  | Choose the answer which doesn’t belong to the language used in letters of apology? | I am writing to offer my apologies for ….. | I am writing to inform you that…. | I would like to apologies for …. | Please accept my apologies for….. |
|  | Choose the answer which belongs to the language used in letters of complaint? | I am writing to express my dissatisfaction with…. | I am writing in connection with….. | I am writing to apply for the position…. | I am writing to draw your attention to….. |
|  | True/False/Not Given questions… | Are based on factual information in the passage | Are used with Reading passages that contain theories or comments about different people, places, years and things. The different options are listed in a box and you need to match them to the questions | Are similar to flow-chart completion, but may cover a larger part of the Reading passage | Ask you to interpret the view or claims of the writer |
|  | In matching headings to paragraphs tasks, you need… | To find a suitable paragraph heading from a list to the appropriate paragraph in the text | To find whether the statements in the questions match the views or claims of the writer | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage | To match information and understand how ideas are connected within the reading passage |
|  | Multiple choice questions… | Test your ability to scan a text and look for the important details that might not always be simple to find when you read a text quickly or just once | Are used with Reading passages that contain theories or comments about different people, places, years and things. The different options are listed in a box and you need to match them to the questions | Are similar to flow-chart completion, but may cover a larger part of the Reading passage | Ask you to interpret the view or claims of the writer |
|  | Which of the following is not used when answering multiple choice questions? | Skim the text | Rule out the incorrect answers | Guess if you are not sure of the answer | Make sure you read the questions fully |
|  | Which of the following is a criticism of multiple-choice questions? | Learners do these tasks quickly | They can be marked quickly | Such questions are unable to assess real understanding | They only need a short answer |
|  | Which of the following advantages can be related to multiple choice questions? | Learners can guess the answers | They are not simple to correct | They can be marked quickly | They are easy to design |
|  | A caption is… | A title or explanation for a picture or illustration. A heading or title, as of a chapter, article, or page | A subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one author, and begins on a new usually indented line | Is a note placed at the bottom of a page. It cites references or comment on a designated part of the text above it | A heading given to a subsection of a piece of writing |
|  | A footnote is… | A note placed at the bottom of a page. It cites references or comment on a designated part of the text above it | A subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one author, and begins on a new usually indented line | A title or explanation for a picture or illustration. A heading or title, as of a chapter, article, or page | A heading given to a subsection of a piece of writing |
|  | A paragraph is… | A subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one author, and begins on a new usually indented line | Is a note placed at the bottom of a page. It cites references or comment on a designated part of the text above it | A title or explanation for a picture or illustration. A heading or title, as of a chapter, article, or page | A heading given to a subsection of a piece of writing |
|  | A heading is… | Similar to a caption, a line below a photograph that briefly explains it | A subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one author, and begins on a new usually indented line | Is a note placed at the bottom of a page. It cites references or comment on a designated part of the text above it | The original words and form of a written or printed work |
|  | A subheading is… | A heading given to a subsection of a piece of writing | A subdivision of a written composition that consists of one or more sentences, | Is a note placed at the bottom of a page. It cites references or comment on a designated part | A title or explanation for a picture or illustration. |
|  | For matching information tasks, you need… | To locate an idea or piece of information in the text and match it to a phrase that accurately describes it | To find whether the statements in the questions match the views or claims of the writer | To carefully read the part of the passage that describes the process and complete the diagram with words from the passage | To find a suitable paragraph heading from a list to the appropriate paragraph in the text |
|  | … is a complex “cognitive process” of decoding symbols in order to construct or derive meaning. | Reading | listening. | speaking | writing |
|  | Reading is a means of … | Language acquisition, communication, and of sharing information and ideas | Complex interaction between speaker and text | The reader’s prior knowledge | The reader’s last knowledge |
|  | Choose the correct answer. “It is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experience, attitude, and language community which is culturally and socially situated” | Reading | listening. | speaking | writing |
|  | Chose the correct Reading Comprehension Strategy which involves connecting various parts of texts that aren’t directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the text | Making Inferences | Planning and Monitoring | Visualizing | Synthesizing |
|  | Chose the correct Reading Comprehension Strategy. “Which centers around the reader’s mental awareness and their ability to control their comprehension by way of awareness. Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding” | Planning and Monitoring | Visualizing and Synthesizing | Synthesizing and Planning | Making inferences and reference |
|  | Chose the correct Reading Comprehension Strategy. “With this sensory-driven strategy readers form mental and visual images of the contents of text” | Vizualizing | Synthesizing | Synthesizing and Planning | Making inferences and reference |
|  | … is the level of understanding of a text/message. | Reading comprehension | Writing comprehension | Speaking comprehension | Listening comprehension |
|  | According to the category silent reading is divided into … | 2 parts Scanning and Skimming | 3 parts Intensive, Extensive and Scanning | 2 parts Intensive and Extensive | 2 parts Intensive and Extensive |
|  | …. Is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. | Intensive reading | Extensive reading | Scanning | Skimming |
|  | ... involves reading of large quantities of material, directly and fluently. It is treated as a means to an end. | Extensive reading | Intensive reading | Scanning | Skimming |
|  | … read through the passage quickly to gain a general idea of the content. This will help when you come to look at the text in more detail. | Skimming | Extensive reading | Intensive reading | Scanning |
|  | … is important to have an overall understanding of the text but you do not always have to read all parts of the text in the same detail. It helps to save a lot of time. | Skimming | Extensive reading | Intensive reading | Scanning |
|  | What is the Reviewing in Reading process? | Review to remember the main points of the material | Scan the material to see what lies ahead | Consider the context for the assignment. Consider the length of the reading assignment and estimate how long it will take | Consider the structure and features of the reading to help you digest the material |
|  | The stages of reading are … | Pre-reading, while reading, post-reading | Pre-reading | while reading | Post reading |
|  | …. stage helps to check the student’s comprehension and retention of the information of a text that they have already tackled. | while reading | Pre-reading | Post reading | Pre-reading, while reading, post-reading |
|  | ….stage helps to encourage critical thinking of students and increase comprehension. | while reading | Pre-reading | Post reading | Pre-reading, while reading, post-reading |
|  | When would you use this phrase: I was responsible for....? | Saying what you have done or learnt | Saying why you want to do the course | Stating your future plans | All answers are correct |
|  | When would you use this phrase: I gain satisfaction from.....? | Saying what you have done or learnt | Saying why you want to do the course | Stating your future plans | All answers are correct |
|  | What word comes next in this phrase? I take great pleasure..... | For | On | In | with |
|  | What word comes next in this phrase? This has given me practice..... | In | For | On | with |
|  | What word comes next in this phrase? I have had to develop skills..... | In | For | On | with |
|  | When writing a letter of application, you need to write about your former studies. What does the word 'former' mean? | Previous studies | Studies that you found difficult in the past | Qualifications that you want | All answers are correct |
|  | To begin with I would like to take \_\_\_ over the name itself. | Issue | Outcome | Trouble | Pains |
|  | 'Cut' I should have thought was an essential \_\_\_ of any lawnmower | Requirement | Require | Requires | Requiring |
|  | The first time I tried to use it, your lawnmower simply \_\_\_ over the grass but did not cut it. | Rolled | Walked | Strode | Tripped |
|  | The grass was … flat but it was still as long as when I had started. | Admittedly | Confessing | Confessed | Admitted |
|  | And now I come to a very important \_\_\_ I want to ask of you. | Favour | Favourable | Favouring | Favourite |
|  | Putting it \_\_\_ I should be delighted if you would agree to be my best man at our wedding. | Simply | Quietly | Easily | Fairly |
|  | In fact you could not possibly say that the job of best man is at all\_\_\_ | Arduous | Articulate | Ardent | Arduously |
|  | You may think that this is a \_\_\_ job for someone who is applying for a marketing post. | Peculiar | Stranger | Usual | Typical |
|  | I am sure I could very easily \_\_\_ all the requirements of the job. | Fulfil | Commit | Complete | Finish |
|  | For example: some of my clients cannot decide whether to have \_\_\_ fruit or tiramisu | Fresh | Picked | Wet | Plucked |
|  | When\_\_\_\_\_\_he\_\_\_\_\_\_his hair cut? | Has got | Had got | Did got | does got |
|  | We're late. The film\_\_\_\_\_\_finished by the time we\_\_\_\_\_\_ | Will have finished, get | Is finished, get | Will be finished, '11 get | Finished, '11 get |
|  | Give me this\_\_\_\_\_\_box please | Small black metal | Small metal black | Black small metal | Metal small black |
|  | Our house is similar\_\_\_\_\_\_theirs. I think ours is a bit lager. | To. | Of. | With | In |
|  | The baby is looking for his mother. He\_\_\_\_\_\_lost. | Must have got | Can't get | Must get | Mustn't have got |
|  | I drew a map for her in case she\_\_\_\_\_\_the house. | Couldn`t get. | Can't get | Must get | Mustn't have got |
|  | Mary was\_\_\_\_\_\_injured in the car accident. | Badly | Bad | Hardly | Hard |
|  | A thermometer is used\_\_\_\_\_\_the temperature. | For taking | take | Takes | Taking |
|  | English is the main foreign language which\_\_\_\_\_\_within most school systems. | Is taught | Teach | Teaches | Is teaching |
|  | John … Mary last night, she was sleeping. | Shouldn't have called | Should have called | Mustn’t have called | Need have called |
|  | All the tickets have been sold. There is\_\_\_\_\_\_left. | None | Nothing | Hardly | Not any |
| 128 | We saw a lot of pictures at the art shop, but\_\_\_\_\_\_was  good enough to buy for our museum. | None of them | Both of them | Any of them | Some of them |
| 129 | President … election was widely forecast by the polls. | Clinton's | The Clinton | Clintons | The Clinton's |
| 130 | The lesson began very badly but the teacher went on \_\_\_\_\_\_the situation. | Changing | Change | To Change | For Changing |
| 131 | No sooner had he started out for California\_\_\_\_\_\_it started to rain. | Than | Then | No sooner | - |
| 132 | We visited \_\_\_\_\_ Bahamas and\_\_\_\_\_\_United States. | The, the | -, the | -, - | A, a |
| 133 | Peter\_\_\_\_\_\_up photography as a hobby. | Has taken | Took | Takes | Was taken |
| 134 | I heard her … good English | Speak | Spoke | Is speaking | was speaking |
| 135 | My friend and I went out for … meal yesterday and  … food was excellent especially … chicken. | A, the, the | A, -, the | A, the, a | A, a, the |
| 136 | If, after the first meeting, the couple decide to meet again, ………… | The next thing they'll do is to contact their go-between for a second meeting | This is a sure sign that they will get married | They will no longer need the assistance of another person | They have to choose a luxurious place where they'll come together again |
| 137 | We understand from the passage that a “go-between”……. | Is often an older friend or acquaintance, who introduces two young people | Is someone who is hoping to find a husband or wife | Is a professional who earns his or her living by introducing people | Is a former teacher of either of the partners but who knows the other as well |
| 138 | The Statue of Liberty …… by French sculptor Frederic-Auguste Bartholdi and …… in July 1884. | Was stolen/completed | Were stolen/had | Stole/completed | Was stolen/had been completed |
| 139 | The children …… by Mr Gregory this week because their teacher is on sick leave. | Are being taught | Is teaching | Was taught | Will be taught |
| 140 | It made him angry …… for people who were late. | To wait | wait | waiting | For wait |
| 141 | If I …… to a friend’s house for dinner, I usually …… a bottle of wine or some flowers. I don’t do that anymore. | Go/take | Had gone/would have taken | Went/took | Went/take |
| 142 | My sister won’t agree …… our mother going into a nursing home. | To | With | On | Against |
| 143 | I decided to go to Paris, and Dorothy decided to go to Rome, ……? | Didn’t she? | Didn’t he? | Didn’t They? | Didn’t you? |
| 144 | If she …… in the United States, she …… a visa to work here. | Had been born/wouldn’t need | Had not been born/would need | Were born/wouldn’t need | Were not born/would need |
| 145 | Have you ever stopped wondering why people give each …… eggs at Easter? | Other | Else | Person | Others |
| 146 | Our passports were stolen, and …… completely ruined our holiday. | It | They | we | He |
| 147 | I’ve seen most of his movies. …… are as good as his first one. | Only a few | Few | Little | A little |
| 148 | To begin with I would like to take \_\_\_ over the name itself. | Issue | Outcome | Trouble | Pains |
| 149 | 'Cut' I should have thought was an essential \_\_\_ of any lawnmower | Requirement | Require | Requires | Requiring |
| 150 | The first time I tried to use it, your lawnmower simply \_\_\_ over the grass but did not cut it. | Rolled | Walked | Strode | Tripped |
| 151 | It's time you gave up some of \_\_ that cost you so much money. | The bad habits | Bad habit | A Bad habit | Bad habits |
| 152 | It’s a good car but I’m looking for something……. | Newer | Newly | New | Newest |
| 153 | Friendly People, …… is my favourite programme, is a comedy. | Which | Who | Whom | Whose |
| 154 | The examiner said, “Don’t leave the room until you are allowed to”. | The examiner told us not to leave the room until we were allowed to. | The examiner told us not to be leave the room until we were allowed to. | The examiner told us not to be left the room until we were allowed to. | The examiner told us not to leave the room until we are allowed to. |
| 155 | John was seen …… the room. | To enter | enter | entering | entered |
| 156 | Helen was sent to …… prison for attacking a man with a knife. | - | a | the | Some |
| 157 | I’ll go and see my mother …… a particular weekend if the weather’s ok. | For | in | with | on |
| 158 | Dr. Smith asked that Mark …… his research paper before the end of the month. | Submit | Would submit | Would be submitted | Submits |
| 159 | I wonder why Sarah hasn’t replied to my message. I suppose she …… it. | Might not have got | Should not have got | Should have got | Can’t have got |
| 160 | He is …… a careful student that he rarely makes mistakes. | Such | So | Rather | |  | | --- | | A bit | |
| 161 | ... he was bigger, he never looked down on me. | Even though | When | In spite of | Despite |
| 162 | David and Jessica were playing with two …… children. | Other | Others | The Other | another |
| 163 | Circumstances had obliged him ……the business. | |  | | --- | | To sell | | sell | To be sold | selling |
| 164 | We put on thick jumpers, …… it is cold. | In case | While | Whereas | Whereas |
| 165 | Choose the answer which correctly completes the sentence.  I didn’t have to wait long. When I came the last student . . . examined by the professor. | Was being | Was | Had | Had been |
| 166 | Choose the answer which correctly completes the sentence.  Arthur went up to his room. Nothing in it . . . changed since his arrest. | Has been | Was | Had | Is been |
| 167 | Choose the answer which correctly completes the sentence.  Lanny noticed that he . . . watched by three men from the coffee stall on the other side of the road. | Was | Has been | Had | Is been |
| 168 | Do you see this house? It . . . built in the place of the one that . . . destroyed by the fire. | Was / had been | Was / was | - / was | Was / has been |
| 169 | Private teachers taught Abu-Ali Ibn Sina at home and everybody ... at his progress and ability. | Was amazed | Amazes | Is amazed | Amazed |
| 170 | The letters . . .yesterday. | Were sent | Are sent | Is sent | Will be sent |
| 171 | Every year Remembrance Day and Veteran’s Day . . . in the USA on the 11th of November. | Are celebrated | Celebrated | Will be celebrated | Was celebrated |
| 172 | The dean has just signed the papers. | The papers have just been signed | The papers have just been signing | The papers were signed | The papers were being signed |
| 173 | Choose the sentence which has the same meaning.  The doctor was examining the child. | The child was being examined by the doctor. | Child was examining the doctor. | The doctor was being examined. | The child had been examined by the doctor. |
| 174 | Choose the sentence which has the same meaning.  You must explain this rule to the children. | This rule must be explained to the children. | This rule must explain to the children. | This rule must have explained to the children. | The children must be explaining this rule. |
| 175 | Choose the sentence which has the same meaning. Bob’s classmates always laugh at him. | Bob is always laughed at by his classmates. | She is always laughed by her classmates. | Bob always laughed at his classmates. | Bob always laughs at his classmates. |
| 176 | Choose the sentence in the Active Voice to the given one in the Passive Voice.  He hasn’t been seen since autumn. | No one has seen him since autumn. | Everyone has seen him since autumn. | No one saw him after the autumn. | |  | | --- | | He hasn’t seen anyone since the excursion. | |
| 177 | Choose the sentence in the Active Voice to the given one in the Passive Voice.  The message was not written by him. | He has not written the message. | He were not to write the message. | The message had not been written. | He didn’t write the message. |
| 178 | Choose the appropriate forms of the verbs.  This story . . . to everybody as the name of the first space pioneer . . . in the hearts of people all over the world. | Is known/lives | Knows/lives | Knew/lived | Is known/is lived |
| 179 | Portraits of Amir Temur ... by artists from France, Italy, England and Germany to decorate the museum. | Were painted | Is painted | Was painted | painted |
| 180 | This English text-book ... last year | Was written | Were written | Is written | Wrote |
| 181 | This English text-book ... last year | Was written | Were written | Is written | Wrote |
| 182 | Some years ago the old houses . . . and new fashionable hotels . . . instead | Were destroyed/were built | Are destroyed/were built | Will be destroyed/are built destroyed will be/built | - |
| 183 | **Choose the right form of the verb.**  Lectures for students ... at the Amir Temur Museum and students of History Faculty attend them. | Are held | Is held | Were held | Hold |
| 184 | In 2001 the 7th President’s Cup of Uzbekistan, the International tennis tournament ... in Tashkent. | Was held | Is held | Were held | Hold |
| 185 | A great number of issues ... at the meeting of the intergovernmental commision of the ”co- owners” of the Transcaucasian Corridor that will take place in Tbilisi. | Will be discussed | Were discussed | Will discuss | |  | | --- | | Has discussed | |
| 186 | A lot of money ... in the drug trade. The UN and the governments know about the fact. | Are circulated | circulated | Is circulated | Circulate |
| 187 | Yesterday that work . . . done on time | Was | is | are | To be |
| 188 | At the end of 2000 the convention ... on signing the internationally organized crime. | Was adopted | Is adopted | are adopted | Will be adopted |
| 189 | Every year May Day in Great Britain . . .with singing and dancing round a Maypole. | Is celebrated | Are celebrated | celebrated | Celebrate |
| 190 | Karima Zaripova ... after her father, Karim Zaripov, who began his circus career as a clown. | Was named | is named | named | Will be named |
| 191 | Two days ago my father . . . to hospital for a thorough examination. | Was sent | Is sent | Have been sent | Had been sent |
| 192 | Medet Kagarov is a gifted and remarkable artist. His works ... not only by experts but all art lovers. | Are esteemed | Is esteemed | Was esteemed | esteemed |
| 193 | The 11th session of Oliy Majlis of the Republic of Uzbekiston ... on April 24th in 2003. | Was opened | Is opened | Was opening | Opens |
| 194 | Many questions ... at the meeting yesterday. | Were discussed | are discussed | is discussed | We discussed |
| 195 | The famous Koran of the 7th century ... by the personal secretary of Caliph Osman Zait ibn Sabit. | Was written | Is written | Wrote | written |
| 196 | The airplane A-310 ... bought by Uzbekistan in nineties | was | is | are | Will be |
| 197 | A semi-precious stone ... first ... by man as an implement and later as a decorative material. | Was / used | Are / used | Have / been used | Were / used |
| 198 | Wedding is a custom which………. | leads the people involved to marriage | Often forces the young people they have never met | Is arranged for the young by total strangers | - |
| 199 | Many countries ... with Toshkent by  international air routes. | Are connected | Had been connected | Was connected | Is connecting |
| 200 | The exhibition ... in Tashkent two days ago. | Was opened | Will be opened | Has been opened | Opens |
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