

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF THE
REPUBLIC OF UZBEKISTAN THE UZBEKISTAN STATE UNIVERSITY OF WORLD
LANGUAGES**

"APPROVED" Rector, Chairman of the Council, Professor I. Tukhtasinov (*Imzo*) May 8, 2025
Appendix 5 to the University Council Meeting, Item 7.7

**PROGRAM FOR THE FINAL STATE ATTESTATION EXAMINATION IN GENERAL
PROFESSIONAL AND SPECIALTY DISCIPLINE**

Field of Education: 60230100 – Philology and Language Teaching (English)

Tashkent - 2025

The program was reviewed at the University Council and recommended for approval (Minutes No. 9 (7.7/5) dated May 08, 2025).

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Based on this program, the graduate's level of knowledge, skills, and abilities acquired in general professional and specialty disciplines will be comprehensively evaluated.

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Introduction

This program defines the procedure for conducting the final state attestation in specialty disciplines (Integrated Course of Teaching Foreign Languages, Theoretical Aspects of the Target Language (Lexicology, Theoretical Phonetics, Theoretical Grammar, Stylistics, History of the Target Language, Comparative Typology, Translation Theory and Practice, Lexicography, Text Analysis and Interpretation), Language Teaching Methodology and Educational Technologies) for the educational direction 60230100 – Philology and Language Teaching (English).

This program has been developed in accordance with the requirements for the content of knowledge, skills, and qualifications acquired by graduates in general professional and specialty disciplines, covering the content of all topics provided for in the curriculum of the discipline. It is designed to determine the theoretical and practical preparation of the graduate to perform the professional tasks established in the state standard of higher professional education.

The content of the Final State Attestation Examination fully corresponds to the higher professional education program mastered by the student during the study period.

**Requirements for the State Attestation Examination in General Professional and
Specialty Disciplines**

During the process of passing the state attestation examination, the bachelor must:

- Possess knowledge regarding the improvement of the foreign language learning system within the framework of modernizing the educational sector in the Republic of Uzbekistan;
- Know the national and international standards for foreign languages and be able to demonstrate theoretical knowledge;
- Be able to demonstrate theoretical and practical knowledge in the integrated course of teaching foreign languages and theoretical aspects of the target language;
- Be able to theoretically and practically apply the knowledge and skills acquired in the theoretical aspects of the language;
- Be able to demonstrate knowledge of basic methodological concepts and patterns, as well as the features of their application in the educational-vocation process and possess theoretical knowledge;
- Be able to methodologically apply communicative competence and its components in the educational process;
- Be able to select and apply methods and educational technologies based on a modern approach in the educational process;
- Know the features of planning a modern foreign language teaching lesson;
- Know how to monitor and evaluate students' knowledge, skills, qualifications, and competence;
- Develop a lesson plan that conducts the lesson process from the perspective of a specific methodological problem;
- Know the types of tools and how to apply and use them.

Theoretical Foundations of General Professional and Specialty Disciplines

- Within the framework of modernizing the educational sector in the Republic of Uzbekistan;
- Improving the system of learning foreign languages;
- National and international standards for foreign languages;
- Local and foreign programs;
- Theoretical and practical knowledge in the integrated course of teaching languages and theoretical aspects of the target language;
- The system of levels of foreign language proficiency in language education;
- Requirements for foreign language programs for various types of educational institutions;
- The fact that the teaching methodology of modern foreign language technologies belongs to the system of pedagogical sciences;
- Basic methodological concepts: approach, method, technology, principle, technique, tool, teaching system;
- Exercise is the main component of foreign language teaching;
- Connection of the science of foreign language teaching methodology with other sciences;
- Language and speech competence, their difference;
- Content of goals, principles, and methods of the science of language teaching methodology;
- Stages of learning foreign languages based on the CEFR pan-European requirements;

Concept of General Professional and Specialty Disciplines

General professional and specialty disciplines include the integrated course of teaching foreign languages, language teaching methodology and educational technologies, and theoretical aspects of the target language. Theoretical aspects further include the following disciplines: lexicology, theoretical phonetics, theoretical grammar and history of the target language, stylistics, translation theory and practice.

1. Theoretical Grammar and History of the English Language

Theory of Parts of Speech: The concept of "part of speech". Criteria for classifying parts of speech in modern English. Principles of grouping words into classes. Lexico-grammatical oppositions in the formation of parts of speech, parts of speech in English and their brief description.

Concept of Grammatical Category: Concepts of category and grammatical category. System of oppositions in grammar. Concept of grammatical form. Analytical and synthetic grammatical forms. Inflection and conjugation. Tense categories of the verb in English.

The Category of Tense: Grammatical content of present, past, and future tenses. Absolute and relative tenses. Categorical properties of present, past, and future tenses, mood models of the future tense. Sequence of tenses. The category of voice in English, the category of moods of the English verb, phrase theory, simple sentences, description of syntactic analysis methods. Noun and adjective categories in the history of the English language. Case, number, and gender categories of nouns and adjectives in Old, Middle, and New English periods. Strong and weak declension of nouns and adjectives. Formation of the verb system in the history of the English language. Strong, weak, preterite-present, and irregular verbs in Old, Middle, and New English periods. Emergence of analytical forms of the verb.

Sample Questions:

1. How would you define the concept of theoretical grammar in English, and what are its fundamental components?
2. Describe the historical stages of English grammatical rules and explain how each stage has influenced contemporary grammar.
3. Analyze the development of the English tense and modality system from a historical perspective.
4. In what ways do primary grammatical categories (such as morphemes, lexemes, and syntagms) form the structural basis of English?
5. How has the historical evolution of verb tenses contributed to current grammatical practices in English?
6. Identify and discuss the key phonetic, morphological, and syntactic changes in the history of the English language.
7. How has the historical context influenced significant shifts in English grammatical structures?
8. What are the main methodological approaches used in the study of English grammatical theory?
9. How do the historical development of the language and its grammar mutually influence each other?
10. What factors have led to major grammatical revolutions throughout the evolution of English?
11. In what ways have processes of grammatical normalization affected both language structure and historical development?
12. Which scientific methods are most effective in the research of theoretical grammar?
13. How can you compare the grammatical features of English across different historical periods, using specific examples?
14. In what manner does the variability of grammatical norms reflect the evolution of the language?
15. How do modern grammatical theories account for historical changes in English?

2. Theoretical Phonetics of the English Language

Concepts of literary pronunciation and orthoepic norm. Concept of national and regional variants of pronunciation and the main variants in modern English. Components of the phonetic structure of the English language. Segment phonemes of English. Phoneme as a linguistic unit. Differentiation of the terms "phoneme" and "allophone". Transcription. Types of transcription. Main directions of phoneme theory and phonological schools. Syllable structure of words in English. Definition of a syllable. Classification of syllables. Function of a syllable. Accent structure of English. Word stress, sentence stress. Intonation. Structure and functions.

Sample Questions:

1. How do you distinguish between phonemes and allophones in English, and why is this distinction important?
2. What are the primary elements of the English phonetic system, and how do they interact?
3. Explain the purpose and significance of phonetic transcription in linguistic research.
4. How are intonation, stress, and rhythm interconnected in English pronunciation?
5. What criteria are used to differentiate between short, long, open, and closed vowel sounds in English?
6. Discuss the main methods used in phonetic analysis and the advantages of each approach.
7. How have historical developments influenced the phonetic system of the English language?
8. Compare the sound systems of English with that of another language of your choice.
9. What common pronunciation errors occur in English, and how do these errors affect overall meaning?
10. Explain the role of articulatory phonetics and its importance in understanding English pronunciation.
11. In what ways do biological factors of speech production appear in phonetic analysis?
12. What standards exist for phonetic transcription, and how are they applied in practice?
13. How are acoustic measurements used to determine the properties of English sounds?
14. What experimental methods are employed in modern phonetic research?
15. Discuss the distinctive features of public or standard English pronunciation with relevant examples.

3. Stylistics of the English Language

Main parts and problems of the science of stylistics. Main directions of stylistics. Stylistic distribution of vocabulary. Literary layer of vocabulary. Main characteristics of functional styles in modern English (literary and scientific styles). Main characteristics of functional styles in modern English (newspaper and publicistic styles). Nature and functions of stylistic devices (metaphor, litotes, metonymy, oxymoron, hyperbole, antithesis, repetition, epithet, periphrasis, rhetorical question, antonomasia, simile, inversion).

Sample Questions:

1. How would you define stylistics and describe its significance in the study of language?
2. What are the various speech styles in English, and how do their features differ?
3. Which analytical methods and tools are most effective in stylistic analysis?
4. How do the stylistic features of literary language differ from those of everyday speech?
5. What role do metaphor and metonymy play in shaping the stylistic aspects of English?
6. How can semantic analysis be used to examine stylistic devices in English texts?
7. In what ways do language and culture interact to influence stylistic choices in English?

8. How do syntactic structures contribute to stylistic differences in various types of English discourse?
9. What significant changes in English stylistics can be identified across different historical periods?
10. How does a semiotic approach enhance the analysis of stylistic features?
11. What analytical techniques are used to determine the style of a given English text?
12. How do stylistic adaptations contribute to the development of language over time?
13. What factors guide the choice of style in spoken and written English?
14. How are stylistic nuances represented and conveyed in literary works?
15. What new trends and approaches are emerging in modern stylistic research in English?

4. Translation Theory and Practice

Along with studying various translation methods, word-for-word translation method, descriptive and analogical translation methods, the discipline of translation theory aims to improve students' translation skills and qualifications. The purpose of teaching the discipline is to introduce students to the main theoretical concepts of translation theory, methods and approaches to studying translation processes, the place and importance of language in the system of scientific knowledge, and to teach them the main patterns observed in the process of speech communication of translation.

Sample Questions:

1. What are the essential concepts and principles that underlie translation theory?
2. How can translators maintain a balance between linguistic accuracy and cultural context?
3. Why is preserving both context and semantics crucial during the translation process?
4. What are the key stages involved in the translation process, and why is each stage important?
5. Compare the advantages and disadvantages of semi-automated versus fully automated translation methods.
6. How do you define equivalence in translation, and what is its role in ensuring quality?
7. What strategies are most effective when translating idiomatic expressions between languages?
8. How can different translation methodologies be compared and contrasted with practical examples?
9. How should translation strategies be adapted according to the type of text being translated?
10. What role does technology play in contemporary translation theory and practice?
11. What are common translation errors, and what methods can be employed to correct them?
12. How does cultural context affect the quality and interpretation of translations?
13. Analyze methodological approaches used in exemplary translation projects.
14. What are the roles and responsibilities of a professional translator in today's global environment?
15. Discuss the evolution of modern translation theories and their future prospects.

5. Lexicology of the English Language

Theoretical foundations of English lexicology. Semasiology. Features of a word distinct from morphemes, word forms, and phrases. Morphological structure of a word. One- and multi-morphemic words. Word stem and its types. Types of word structure. Word formation. Methods of word formation. Main components of a word. Word-formation stem. Various types of forming

compound words. Abbreviated words, other methods of word formation. Theoretical foundations of phraseology. Goals and tasks of phraseology. Stable and free phrases, similarities between words and phrases. Etymology.

Sample Questions:

1. How do you analyze the lexicological structure of the English language?
2. What approaches are used to study lexical units and their meanings in English?
3. Explain the various methods of lexical-semantic analysis and their distinctive features.
4. How can you account for the semantic changes of words in English over time?
5. Compare and contrast synonyms, antonyms, and homonyms in the context of English lexicology.
6. What is the concept of semantic fields, and how are different lexical items interconnected within them?
7. How does social context influence changes in English lexical units?
8. Provide examples of lexical boundaries and discuss the phenomenon of polysemy.
9. What methods are used to measure the richness of vocabulary in English?
10. Discuss the main causes and processes behind the creation of neologisms in English.
11. How has corpus research contributed to advancements in lexical studies?
12. What criteria are used for word classification during active language use?
13. How do historical changes in vocabulary impact modern semantic analysis?
14. In what ways can you analyze processes of lexical adaptation in contemporary English?
15. What are the current trends and emerging perspectives in the field of English lexicology?

6. Language Teaching Methodology and Educational Technologies. Development of Communicative Competence. Teaching Types of Foreign Language Material and Speech Activity

Language Aspects: Goals, tasks of teaching vocabulary, grammar, and pronunciation, and the importance of forming skills specific to them.

Types of Speech: Listening comprehension, speaking, reading, writing, and their role in the process of practical study of a foreign language. Basic mechanisms, stages of teaching, teaching technology, and monitoring of the formation and development of listening comprehension, speaking, reading, and writing.

Sample Questions:

1. What are the main theoretical approaches underlying modern language teaching methodologies?
2. Which strategies are most effective in developing communicative competence in a foreign language?
3. How can foreign language teaching materials be presented interactively in the classroom?
4. What role do different types of speech activities play in enhancing language learning?
5. How do multimedia tools contribute to more effective foreign language instruction?
6. What innovative educational technologies have transformed language teaching practices recently?
7. How do interactive teaching methods influence student engagement and language acquisition?
8. In what ways do dialogue and discussion techniques support effective speech activities?
9. How can language teaching strategies be tailored to suit the needs of different age groups?

10. How can communicative competence be integrated with other linguistic skills in the curriculum?
11. What approaches are used in preparing and selecting teaching materials for language instruction?
12. How do technological tools increase interactivity and student participation in language classes?
13. How do you balance collaborative learning with individual study in language teaching?
14. What are the common challenges encountered in teaching foreign languages, and how can they be addressed?
15. What future trends do you foresee in language teaching methodologies and educational technologies?

Procedure for Conducting the State Attestation Examination in General Professional and Specialty Disciplines and Its Evaluation Criteria

The State Attestation in general professional and specialty disciplines (Integrated Course of Teaching Foreign Languages, Theoretical Aspects of the Target Language (Lexicology, Theoretical Phonetics, Theoretical Grammar, Stylistics, History of the Target Language, Comparative Typology, Translation Theory and Practice) is conducted in the form of written work. The set of questions for conducting the final attestation is delivered to the students in the established manner before the attestation.

According to educational tasks, the final attestation should be directed towards evaluating the covered theoretical information and practical skills through a final check. The state attestation in general professional and specialty disciplines is conducted on the basis of written and oral tasks in an approved manner. Each response given by students is explained based on the approved evaluation criteria and is assigned according to the grading system.

As a sample for conducting the final state attestation, 15 sample questions from each discipline are delivered to students before the attestation. Attestation tickets are placed in sealed envelopes consisting of 4 parts. The first part of the ticket consists of 10 test questions on reading comprehension competence. The student reads an authentic text in a foreign language and selects the answers to the questions provided regarding the text. In the second part, a task to write a letter based on a given situation is provided to evaluate writing competence, which in turn determines the graduate's acquired knowledge and skills in language teaching. In the third part of the ticket, the student is required to engage in free communication on topics given to evaluate oral speech skills and answer questions. In the fourth part, the graduate provides written answers to 2 questions based on theoretical knowledge.

Checking and evaluating final state attestation works is carried out on a 5-grade scale. The grades assigned to the answers given for all 4 parts are summed up: 20 points are given to the first part, 20 points to the second part, 40 points to the third part, and 20 points to the fourth part. The points scale is converted into a grade scale and evaluated on a "5-grade" scale, and the graduate's final state attestation grade for the discipline is determined.

Criteria for Evaluating and Monitoring Students' Knowledge in the Discipline

Evaluation Methods: Tests, oral survey, written works.

Evaluation Criteria:

- 5 - "Excellent":

- A student who has a full understanding of the historical development stages of the discipline and its theoretical aspects;
- Has been able to form a full understanding of the basic concepts and categories of the science, the differences between various methods of language teaching, and their content and essence;
- Expresses the essence of the relevant question briefly and concisely, links it with concepts close to it, and achieves logical integrity in the presentation;
- Knows the basic norms of the foreign language and native language very well;
- Perfectly expresses problems related to educational technologies in written and oral forms;
- Possesses fluent written and oral speech skills in the foreign language and native language, expresses his/her opinion clearly and understandably.
- **4 - "Good":**
 - Has a certain degree of understanding of the historical development stages of the discipline and its theoretical aspects;
 - Has been able to form a certain degree of understanding of the basic concepts and categories of the science, the differences between various methods of language teaching, and their content and essence;
 - Illustrates the essence of the question with a comprehensive approach, tries to link it with examples and other concepts, and achieves logical integrity;
 - Knows the basic norms of the foreign language and native language well;
 - Expresses problems related to educational technologies in written and oral forms;
 - Possesses fluent written and oral speech skills in the foreign language and native language, does not make gross mistakes in expressing his/her opinion clearly and understandably.
- **3 - "Satisfactory":**
 - Has an understanding of the historical development stages of the discipline and its theoretical aspects;
 - Has been able to form an understanding of the basic concepts and categories of the science, the differences between various methods of language teaching, and their content and essence;
 - Reveals the essence of the question superficially (or partially), and may be limited to providing examples of concepts related to it;
 - Knows the basic norms of the foreign language and native language at an intermediate level;
 - Has not fully mastered the skills to express problems related to educational technologies in written and oral forms;
 - Does not possess fluent written and oral speech skills in the foreign language and native language, makes errors in expressing his/her opinion clearly and understandably.
- **2 - "Unsatisfactory":**
 - Does not have an understanding of the theoretical aspects of the discipline;
 - Has not been able to form an understanding of the basic concepts and categories of the science, the differences between various methods of language teaching, and their content and essence;
 - If the above requirements are not met or no answer is written;
 - Has not been able to master the basic norms of the foreign language and native language;
 - Does not possess the skills to express problems related to educational technologies in written and oral forms;

- Does not possess fluent written and oral speech skills in the foreign language and native language, makes very gross errors in expressing his/her opinion clearly and understandably.

Grading Scale Mapping (Uzbekistan System vs. ECTS):

- "5" (Excellent): "A" | 90-100
- "4" (Good): "B", "C" | 70-89.9
- "3" (Satisfactory): "D", "E" | 60-69.9
- "2" (Unsatisfactory): "F" | 0-59.9

Reading Competence: The student must answer 10 questions provided regarding an academic text. Each correctly answered question is evaluated with 2 points, with a maximum of 20 points assigned.

Writing Competence: In evaluating this competence, the student's text on a given topic in the volume of 120-150 words is evaluated with a maximum of 20 points, with 4 points assigned to each of the competence indicators: spelling, grammar, lexical resource, cohesion/coherence, and task achievement.

Speaking Competence: In evaluating this competence, the student speaks in English for 2 minutes on a given topic, and each of the competence indicators—pronunciation and intonation, grammar construction, lexical resource, cohesion/coherence, and fluency—is evaluated with 4 points, up to a maximum of 20 points.

The student's theoretical knowledge is presented from two questions; the first question is provided from one of the theoretical disciplines: vocabulary, comparative typology, stylistics, translation theory, and practice. Answers to each question are evaluated out of 20 points, for a total of 40 points, and the answers are evaluated according to whether they are fully covered (16-20), partially covered (11-15), incomplete (5-10), or not covered at all (below 0-5 points).

List of Utilized Literature

Main Literature:

1. James H. Lee. *IELTS actual test - Reading and writing*. Bansoc Publishing Co. Vietnam. 2014, -165 p.
2. Susan Anker. *Real writing with readings*. 5th edition. Boston. New York. 2010. - 798 p.
3. Margot F. Gramer and Colin S. Ward. *Q: Skills for Success Reading and writing*. Oxford University Press, NY, 2010 - 242 p.
4. Rhona Snelling, Jane Short, Fiona Aish, Jo Tomlinson, Els Van Geyte. *Get ready for IELTS speaking*. Harper Collins Publishers. UK., 2014 - 136 p.
5. Virginia Evans. *Successful writing*. Express Publishing. UK., 2011 - 150 p.
6. Abduazizov A.A. *Theoretical Phonetics of Modern English*. - T., 2007.
7. Kaushanskaya V.L. *Practical Grammar of the English Language*. 2005.
8. Blokh M.Ya. *A Course in Modern English Grammar*. 2002.
9. Komissarov V.N, Koralova A.L. *A Manual of translation from English into Russian*. 1990.
10. Jo'raeva I.A., Abdullaeva M.A. *Practical Spoken English*. T., 2004.
11. Qo'ldoshev A. *History of English language*. - 2012.
12. Galperin I. *Stylistics of the English Language*. - M. 2004.

13. Arakin V. D. *Comparative Typology of the English and Russian Languages*. 3rd ed. M.: 2005.
14. Yusupov O'. *Contrastive Comparative Typology of English and Uzbek Languages*. Tashkent, Akademnashr, 2013.

Additional Literature:

1. M. McCarthy, F. O'Dell. *English Collocations in Use*. Cambridge University Press. 2000.
2. P. Cullen. *Vocabulary for IELTS*. Cambridge University Press. 2008.
3. *Skills in English. Speaking, Level 1*. CUP, 2005.
4. *Skills in English. Listening, Level 1*. CUP, 2005.
5. McCarthy M. and O'Dell, F. *English Vocabulary in Use - Elementary*. CUP, 1999.
6. McCarthy, M. and O'Dell, F. *English Phrasal Verbs in Use. Intermediate*. CUP, 2004.

"APPROVED" I. Tukhtasinov Rector 2025 - year " ____ "

SAMPLE QUESTIONS ON GENERAL PROFESSIONAL AND SPECIALTY DISCIPLINES FOR GRADUATING STUDENTS OF THE EDUCATIONAL DIRECTION 60230100 - PHILOLOGY AND LANGUAGE TEACHING (ENGLISH) OF THE UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES IN THE 2024-2025 ACADEMIC YEAR

The booklet consists of 4 tasks:

1. TASK 1. Reading (10 questions)
2. TASK 2. Writing
3. TASK 3. Speaking
4. TASK 4. Answer theoretical questions and illustrate with examples.

1. READING

Variant 1 Margaret Preston's vibrant paintings and prints of Australian flowers, animals and landscapes have delighted the Australian public since the early 1920s.

Margaret Preston was born Margaret Rose McPherson in Port Adelaide, South Australia in 1875, the daughter of David McPherson, a Scottish marine engineer and his wife Prudence Lyle. She and her sister were sent at first to a private school, but when family circumstances changed, her mother took the girls to Sydney where Margaret attended a public high school. She decided early in life to become an artist and took private art lessons. In 1888, she trained for several months with Sydney landscape painter William Lister, and in 1893 enrolled at the National Gallery of Victoria Art School, where she studied for just over four years.

In 1898, after her father died, Margaret returned to Adelaide to study and then teach at the Adelaide School of Design. Her early artwork was influenced by the German aesthetic tradition, in which subjects of the natural world were depicted in a true to life manner.

Margaret's first visit to Europe in 1904, and her studies in Paris, France had little impact on this naturalism that dominated her work from this early period. However some eight years later, after returning to Paris, she began to recognise the decorative possibilities of art.

With the outbreak of the First World War, Margaret traveled to England, where she had exhibitions and continued her studies of art. She was a student of pottery, but at some time

developed her interest in various techniques of printmaking and design. In England's West Country, she taught basket weaving at a rehabilitation unit for servicemen. It was on board a boat returning to Australia that she met wealthy businessman William Preston, whom she married in 1919. Together Margaret and William settled in the Sydney harbourside suburb of Mosman. The most characteristic prints from her early years in Sydney are views of boats floating on Sydney Harbour and of houses clustered on foreshore hills. Although Sydney was their home, the couple traveled regularly, both overseas and within Australia.

Her first major showing in Australia was with her friend Thea Proctor, in exhibitions in Melbourne and Sydney in 1925. Many of Preston's prints were hand-coloured in rich scarlet reds, blues and greens, and all of them were set in Chinese red lacquer frames. Harbour views were again prominent, but in comparison with earlier artworks, they were compact and busy, using striking contrasts of black and white combined with elaborate patterns and repetitions. Other prints from this period featured native flora. It was with these still-life subjects that she convinced the public that Australian native flowers were equal in beauty to any exotic species.

From 1932 to 1939, Preston moved away from Sydney and lived with her husband at Berowra, on the upper reaches of the Hawkesbury River. The area was one of rugged natural beauty, and for the first time Preston found herself living in a home surrounded by bush. Prior to this, the native flowers that featured in her paintings and prints had been purchased from local florists; they now grew in abundance around her home. Preston's prints became larger, less complex and less reliant on the use of bright colours. Flowers were no longer arranged in vases, and Preston began to concentrate instead on flowers that were growing wild.

While living at Berowra, and undoubtedly prompted by the Aboriginal rock engravings found near her property, Preston also developed what was to be a lifelong interest in Aboriginal art. On returning to Sydney in 1939, she became a member of the Anthropological Society of New South Wales, and later visited many important Aboriginal sites throughout Australia. Preston believed that Aboriginal art provided the key to establishing a national body of art that reflected the vast and ancient continent of Australia.

During the 1940s, symbols used by Aboriginal people, together with dried, burnt colours found in traditional Aboriginal paintings, became increasingly prominent in her prints. The artist's titles from this period frequently acknowledge her sources, and reveal the extent to which she drew inspiration from traditional Aboriginal art to create her own art.

It was in 1953, at the age of 78, that Preston produced her most significant prints. The exhibition at Macquarie Galleries in Sydney included 29 prints made using the ancient technique known as stenciling. Many of the artworks in the exhibition incorporated her fusion of Aboriginal and Chinese concepts. Preston had admired Chinese art since 1915, when she acquired the first of her many books on the subject, and she had visited China on two occasions. Chinese elements may be found in several of her earlier paintings.

However, in her prints of the 1950s, Preston combined Chinese ideas with her understanding of the 'Dreamtime' creation stories of Aboriginal Australians. Preston did not let age alter her habit of working hard. As she got older, her love of painting, printmaking and travel continued. By the time of her death in 1963, when she was 88, she had produced over 400 paintings and prints. In a career spanning almost 60 years, she created a body of work that demonstrates her extraordinary originality and the intensity of her commitment to Australian art.

Questions 1-7 Do the following statements agree with the information given in Reading Passage? In boxes 1-7 on your answer sheet, write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this

1. Artists in the German aesthetic tradition portrayed nature realistically.
2. Margaret attended a famous art college in Paris.
3. Margaret met her husband William while teaching a craft at a rehabilitation unit.
4. Margaret Preston and Thea Proctor explored similar themes in their art.
5. Margaret's 1925 artworks of Sydney Harbour were simpler than her previous ones.
6. The colours in Margaret's Berowra prints were very bright.
7. When living in Berowra, Margaret painted flowers in their natural location.

Questions 8-10 Complete the notes below. Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer. Write your answers in boxes 8-13 on your answer sheet.

Margaret Preston's later life *Aboriginal influence*

- Berowra home
- interest in Aboriginal art was inspired by seeing rock engravings close to her home
- incorporated **8. symbols** and colours from Aboriginal art in her own work
- often referred to Aboriginal sources in the **9. titles** she gave her artworks
- 1953 exhibition
- very old method of **10. stenciling** was used for some prints

Answers:

- **1:** True
- **2:** NG (Not Given)
- **3:** False
- **4:** NG (Not Given)
- **5:** NG (Not Given)
- **6:** False
- **7:** True
- **8:** symbols
- **9:** titles
- **10:** stenciling

2. WRITING TASK

You missed an international flight due to a problem at the airport. Write a letter to the airline. In your letter:

- Describe what happened that caused you to miss your flight
- Explain how missing your flight impacted you
- Clearly state what you would like the airline to do

Write at least 150 words. You do NOT need to write any addresses.

Sample answer: Dear Sir or Madam,

I am writing to express my disappointment regarding a recent experience with your airline. Due to a serious delay at the security checkpoint at Heathrow Airport on April 20th, I missed my international flight, Flight BA467 to New York, which was scheduled to depart at 10:30 AM.

Despite arriving at the airport well in advance, the security process was extremely disorganized, with only two lanes open for hundreds of passengers. Staff members provided little information, and no priority was given to those with imminent departures. As a result, I reached the gate just minutes after it had closed.

Missing this flight had a significant impact on me. I was scheduled to attend an important business meeting the following morning, and because of the delay, I lost a valuable opportunity, incurred hotel costs, and had to reschedule my entire trip at great personal expense.

Given the circumstances, I kindly request a full refund of my ticket and reimbursement for additional expenses I incurred due to the missed flight. I have attached copies of all relevant receipts for your reference.

I look forward to your prompt response and a fair resolution to this matter.

Yours faithfully, Toshmatov Toshmat

3. SPEAKING

Speaking Part 2 (*Individual Long Turn — you speak for 1-2 minutes*)

Describe a time when you learned a new skill. You should say:

- what skill you learned
- how you learned it
- why you decided to learn it
- and explain how you felt about learning it.

Sample response: One new skill I learned recently was graphic design.

I started learning it about a year ago when I realized that many of my university projects and personal hobbies, like creating social media content, could really benefit from good design skills.

I mainly taught myself by using online resources. I took a few free courses on platforms like Coursera and YouTube, and I practiced a lot using Canva and a bit of Adobe Illustrator. It wasn't easy at first because I had no background in design, and I struggled with understanding things like color combinations, font choices, and layout balance. But over time, by experimenting and learning from my mistakes, I started to get the hang of it.

I decided to learn this skill mainly because I wanted to be more independent and creative when presenting my ideas. I didn't want to always rely on others to make visuals for me. Also, I saw that having some design skills could be a huge advantage for my future career, whether in marketing, business, or even education.

Overall, learning graphic design made me feel really empowered. It gave me a new way to express myself creatively, and it also boosted my confidence in taking on new challenges. Now, whenever I create a poster or a presentation, I feel proud knowing that I built that skill from scratch. It was definitely one of the best decisions I made for my personal growth.

Speaking Part 3 (*Discussion questions — deeper conversation*) Skills and Learning

- Why do people need to learn new skills?
- What are the differences between learning skills at school and learning skills outside school?
- Do you think old people can learn new skills easily? Why or why not?
- What skills will be important in the future?
- Why do people need to learn new skills? People need to learn new skills because the world is constantly changing. Technology, work environments, and even daily life are evolving so fast that if you don't keep learning, you might fall behind. Also, learning new skills helps people stay mentally active, adapt to different situations, and even open new career opportunities. It's really about staying relevant and growing as a person.
- What are the differences between learning skills at school and learning skills outside school? In school, learning tends to be more structured and theoretical. You usually follow a set curriculum, have deadlines, and get grades based on your performance. Outside of school, learning is often more practical and self-directed. You learn at your own pace, usually driven by personal interest or necessity, and you might apply the skills directly in real-life situations, like at a job or while working on a personal project. Both are important, but the motivation and environment are very different.
- Do you think old people can learn new skills easily? Why or why not? I think it really depends on the individual. Some older people are very open-minded and curious, and they can definitely learn new skills, especially if they are motivated. However, it might take them a bit longer compared to younger people because of factors like slower memory retention or less familiarity with new technologies. But with patience and the right support, they can absolutely succeed.
- What skills will be important in the future? In the future, I think digital skills will be absolutely essential—things like coding, digital marketing, and AI literacy. Soft skills like creativity, critical thinking, and emotional intelligence will also become more valuable, especially because many technical tasks might be automated. Being flexible and able to learn continuously will probably be the most important skill of all.

4. ANSWER THE FOLLOWING THEORETICAL QUESTIONS

1. Comparative typology of morphological systems Morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures. The field organizes languages on the basis of how those languages form words by combining morphemes. Analytic languages contain very little inflection, instead relying on features like word order and auxiliary words to convey meaning. Synthetic languages, ones that are not analytic, are divided into two categories: agglutinative and fusional languages. Agglutinative languages rely primarily on discrete particles (prefixes, suffixes, and infixes) for inflection, while fusional languages "fuse" inflectional categories together, often allowing one word ending to contain several categories, such that the original root can be difficult to extract. A further subcategory of agglutinative languages are polysynthetic languages, which take agglutination to a higher level by constructing entire sentences, including nouns, as one word.

Analytic, fusional, and agglutinative languages can all be found in many regions of the world. However, each category is dominant in some families and regions and essentially nonexistent in others. Analytic languages encompass the Sino-Tibetan family, including Chinese, many languages in Southeast Asia, the Pacific, and West Africa, and a few of the Germanic languages. Fusional languages encompass most of the Indo-European family—for example, French, Russian, and Hindi—as well as the Semitic family and a few members of the Uralic family. Most of the world's languages, however, are agglutinative, including the Turkic, Japonic, Dravidian,

and Bantu languages and most families in the Americas, Australia, the Caucasus, and non-Slavic Russia. Constructed languages take a variety of morphological alignments.

The concept of discrete morphological categories has been criticized. Some linguists argue that most, if not all, languages are in a permanent state of transition, normally from fusional to analytic to agglutinative to fusional again. Others take issue with the definitions of the categories, arguing that they conflate several distinct, if related, variables.

2. Subdivisions of Lexicology Distinction is generally made between General Lexicology and Special Lexicology. General lexicology is the general study of words and vocabulary, irrespective of the specific features of any particular language. Special Lexicology studies the description of the characteristic peculiarities in the vocabulary of a particular language.

The evolution of any vocabulary, as well as of its single elements, forms the object of historical lexicology or etymology. This branch of linguistics discusses the origin of various words, their change and development, and investigates the linguistic (relations between language units) and extra-linguistic (political, economic, historical, geographic) factors modifying their structure, meaning and usage.

Closely connected with Historical Lexicology is Contrastive and Comparative lexicology, whose aims are to study the correlation between the vocabularies of two or more languages (e.g., a study on the basis of English, German).

Descriptive lexicology deals with the lexical system of a language as it exists at the present time. It studies the functions of words and their morphological and semantical structures, investigating the interdependence between these two aspects.

Vocabulary of any language can be approached in two basically different ways – the historical or diachronic (from Greek *dia* 'through' and *chronos* 'time') and the descriptive or synchronic (from Greek *syn* 'together', 'with'). The distinction between a synchronic and a diachronic approach is due to the Swiss philologist Ferdinand de Saussure (1857-1913).

Variant 2

1. READING PASSAGE

The importance of law

A The law influences all of us virtually all the time, it governs almost all aspects of our behavior, and even what happens to us when we are no longer alive. It affects us from the embryo onwards. It governs the air we breathe, the food and drink we consume, our travel, family relationships, and our property. It applies at the bottom of the ocean and in space. Each time we examine a label on a food product, engage in work as an employee or employer, travel on the roads, go to school to learn or to teach, stay in a hotel, borrow a library book, create or dissolve a commercial company, play sports, or engage the services of someone for anything from plumbing a sink to planning a city, we are in the world of law.

B Law has also become much more widely recognised as the standard by which behavior needs to be judged. A very telling development in recent history is the way in which the idea of law has permeated all parts of social life. The universal standard of whether something is socially tolerated is progressively becoming whether it is legal, rather than something that has always been considered acceptable. In earlier times, most people were illiterate. Today, by contrast, a

vast number of people can read, and it is becoming easier for people to take an interest in law, and for the general population to help actually shape the law in many countries. However, law is a versatile instrument that can be used equally well for the improvement or the degradation of humanity.

C This, of course, puts law in a very significant position. In our rapidly developing world, all sorts of skills and knowledge are valuable. Those people, for example, with knowledge of computers, the internet, and communications technology are relied upon by the rest of us. There is now someone with IT skills or an IT help desk in every UK school, every company, every hospital, every local and central government office. Without their knowledge, many parts of commercial and social life today would seize up in minutes. But legal understanding is just as vital and as universally needed. The American comedian Jerry Seinfeld put it like this, 'We are all throwing the dice, playing the game, moving our pieces around the board, but if there is a problem, the lawyer is the only person who has read the inside of the top of the box.' In other words, the lawyer is the only person who has read and made sense of the rules.

D The number of laws has never been greater. In the UK alone, about 35 new Acts of Parliament are produced every year, thereby delivering thousands of new rules. The legislative output of the British Parliament has more than doubled in recent times from 1,100 pages a year in the early 1970s to over 2,500 pages a year today. Between 1997 and 2006, the legislature passed 365 Acts of Parliament and more than 32,000 legally binding statutory instruments. In a system with so much law, lawyers do a great deal not just to vindicate the rights of citizens and organizations but also to help develop the law through legal arguments, some of which are adapted by judges to become laws. Law courts can and do produce new law and revise old law, but they do so having heard the arguments of lawyers.

E However, despite their important role in developing the rules, lawyers are not universally admired. Anti-lawyer jokes have a long history going back to the ancient Greeks. More recently the son of a famous Hollywood actor was asked at his junior school what his father did for a living, to which he replied, 'My daddy is a movie actor, and sometimes he plays the good guy, and sometimes he plays the lawyer.' For balance, though, it is worth remembering that there are and have been many heroic and revered lawyers such as the Roman philosopher and politician Cicero and Mahatma Gandhi, the Indian campaigner for independence.

F People sometimes make comments that characterise lawyers as professionals whose concerns put personal reward above truth, or who gain financially from misfortune. There are undoubtedly lawyers that would fit that bill, just as there are some scientists, journalists and others in that category. But, in general, it is no more just to say that lawyers are bad because they make a living from people's problems than it is to make the same accusation in respect of nurses or IT consultants. A great many lawyers are involved in public law work, such as that involving civil liberties, housing and other issues. Such work is not lavishly remunerated and the quality of the service provided by these lawyers relies on considerable professional dedication. Moreover, much legal work has nothing to do with conflict or misfortune, but is primarily concerned with drafting documents. Another source of social disaffection for lawyers, and disaffection for the law, is a limited public understanding of how law works and how it could be changed. Greater clarity about these issues, maybe as a result of better public relations, would reduce many aspects of public dissatisfaction with the law.

Questions 1-6 The reading Passage has six paragraphs A-F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i-viii, in boxes 1-6 on your answer sheet.

List of Headings

- i Different areas of professional expertise
- ii Reasons why it is unfair to criticise lawyers
- iii The disadvantages of the legal system
- iv The law applies throughout our lives
- v The law has affected historical events
- vi A negative regard for lawyers
- vii Public's increasing ability to influence the law
- viii Growth in laws
- 1 Paragraph A: **iv**
- 2 Paragraph B: **vii**
- 3 Paragraph C: **i**
- 4 Paragraph D: **viii**
- 5 Paragraph E: **vi**
- 6 Paragraph F: **ii**

Questions 7-8 Choose **TWO** letters, A-E. Write the correct letters in boxes 7-8 on your answer sheet. Which **TWO** of the following statements does the writer make about legal skills in today's world?

- A There should be a person with legal training in every hospital.
- B Lawyers with experience in commercial law are the most in demand.
- **C Knowledge of the law is as important as having computer skills.**
- **D Society could not function effectively without legal experts.**
- E Schools should teach students about the law.

Questions 9-10 Complete the summary below. Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 9-13 on your answer sheet.

Lawyers as professionals People sometimes say that **9. truth** is of little interest to lawyers, who are more concerned with making money. This may well be the case with some individuals, in the same way that some **10. journalists** or scientific experts may also be driven purely by financial greed. However, criticising lawyers because their work is concerned with people's problems would be similar to attacking IT staff.

Answers:

- **1:** iv
- **2:** vii
- **3:** i
- **4:** viii
- **5:** vi
- **6:** ii
- **7:** C
- **8:** D
- **9:** truth
- **10:** journalists

2. WRITING TASK

You and your family are moving to another country for work, and you are looking to buy a house there. Write a letter to a property agent. In your letter:

- Introduce yourself and your family
- Describe the type of accommodation that you hope to find
- Give your preference for the location of the accommodation

Write at least 150 words. You do NOT need to write any addresses.

Sample answer: Dear Sir or Madam,

My name is Sarah Williams, and I will soon be relocating to Sydney with my husband and two young children due to a new job opportunity. We are currently looking for a suitable property to purchase and would greatly appreciate your assistance in finding our new home.

Ideally, we are seeking a three- or four-bedroom house with a spacious living area, a modern kitchen, and a backyard where our children can play. Having a garage and an additional study room would also be a great advantage. Since we plan to settle in for the long term, we are hoping to find a comfortable, family-friendly home that is move-in ready.

In terms of location, we would prefer a quiet, safe neighborhood that is close to good schools, parks, and public transport links. Areas such as North Sydney, Chatswood, or Lane Cove would be particularly ideal for us.

Thank you for your time and assistance. I look forward to hearing from you soon with any available options.

Yours faithfully, Sarah Williams

3. SPEAKING

Describe a book that had a big influence on you. You should say:

- what the book is
- when you read it
- what the book is about
- and explain why it had a big influence on you.

Sample: One book that had a huge impact on me is "Atomic Habits" by James Clear.

I first read it about two years ago, when I was going through a period of feeling a bit stuck in my personal and academic life. I heard a lot of people recommending it, saying it could help with motivation and discipline, so I decided to give it a try.

The book is essentially about how small, consistent changes in your daily habits can lead to remarkable results over time. Instead of focusing on setting huge, overwhelming goals, the author encourages readers to build tiny habits that eventually grow into powerful routines. He explains the science behind behavior change in a way that's really easy to understand, and he shares plenty of practical tips for applying it in everyday life.

This book influenced me deeply because it completely changed the way I approach personal growth. Before reading it, I used to think that success came from making huge efforts or massive

sacrifices. But after reading *Atomic Habits*, I realized that real change often comes from doing small things regularly—things that seem almost too easy at first, like reading a few pages a day, waking up ten minutes earlier, or organizing your workspace for five minutes.

Since then, I've applied many of the strategies from the book, and I genuinely feel that I've become much more productive, more patient, and better at staying consistent with my goals. It didn't just teach me how to build better habits; it taught me how to think differently about progress and success in general.

Overall, it's one of those rare books that doesn't just give you knowledge—it actually helps you transform your life if you apply what you learn.

Speaking Part 3 (*Discussion questions — deeper conversation*) *Books and Reading Habits*

- How do books influence people?
- Do young people read books as much as older people?
- What kind of books are popular in your country?
- Do you think reading habits will change in the future?
- How do books influence people? Books can have a powerful impact on people because they often shape how we see the world. They can introduce us to new ideas, cultures, and ways of thinking that we might never experience otherwise. Some books inspire people to change their behavior, pursue a dream, or even develop empathy towards others. I think a good book doesn't just entertain—it leaves a lasting impression and sometimes even changes a person's life.
- Do young people read books as much as older people? Honestly, I think young people nowadays tend to read less traditional books compared to older generations. With smartphones, social media, and short-form content like videos, their attention is often pulled in different directions. However, it's not that they've stopped reading altogether—they might just prefer digital formats like e-books or audiobooks. Older people, on the other hand, seem to enjoy sitting down with a physical book and taking their time with it.
- What kind of books are popular in your country? In my country, fiction books are very popular, especially romance and mystery novels. Recently, there's also been a growing interest in self-help and motivational books, especially among young adults who are looking for personal development. Classic literature is still respected, but it's mostly read by students who are preparing for exams. In general, anything that tells a compelling story or offers practical advice tends to do well.
- Do you think reading habits will change in the future? Yes, I believe reading habits will definitely change even more in the future. As technology continues to evolve, people might shift even more towards digital reading, using apps or devices that make books more interactive or easier to access. Audiobooks might also become even more popular because they fit into busy lifestyles. That said, I think there will always be people who appreciate the feeling of holding a real book in their hands, so physical books probably won't disappear completely.

4. ANSWER THE FOLLOWING THEORETICAL QUESTIONS

1. Polysemantic and monosemantic word Polysemantic words are words that have more than one meaning. For example, the English word "head" can mean the top part of the body, a leader of a group, or the front part of something. Monosemantic words are words that have only one meaning. For example, the word "oxygen" refers only to the chemical element and has no other meanings. In language, most common words tend to be polysemantic, while technical or scientific terms are often monosemantic.

2. Affixation. Prefix and suffix Affixation is one of the most common ways of word formation in English. It means adding special elements, called affixes, to a root or base word to create a new word or change its meaning. There are two main types of affixes:

- **Prefix:** an affix that is added at the beginning of a word. Prefixes usually change the meaning of the original word but do not change its part of speech.
 - Example: *dislike* (dis- + like) – "dis-" changes the meaning to "not like."
 - Example: *preview* (pre- + view) – "pre-" gives the meaning "before."
- **Suffix:** an affix that is added at the end of a word. Suffixes often change both the meaning and sometimes the grammatical category (like from verb to noun, or noun to adjective).
 - Example: *happiness* (happy + -ness) – "happy" (adjective) becomes "happiness" (noun).
 - Example: *careful* (care + -ful) – adds the meaning "full of care."

Affixation greatly expands vocabulary and helps express new ideas clearly in English and other languages.