

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

“APPROVED”

Chairman of the Council, Rector of
Uzbekistan State World Languages University

I. Tukhtasinov

Appendix to Agenda Item No. 6 of the Minutes of
the University Council meeting dated 27 February 2026

PROGRAM
FOR THE FINAL STATE ATTESTATION EXAMINATION
IN GENERAL PROFESSIONAL AND SPECIALIZED SUBJECTS

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

Tashkent – 2026

The program was reviewed by the University Council and recommended for approval (Protocol No. 7 dated 27.02.2026).

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Based on this program, the graduate's level of knowledge, skills and abilities acquired in general professional and specialized subjects is assessed in a comprehensive manner.

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INTRODUCTION

This program establishes the procedure for conducting the final state attestation in the subjects of specialization (Integrated Course of Foreign Language Teaching; Theoretical Aspects of the Language Studied – Lexicology, Theoretical Phonetics, Theoretical Grammar, Stylistics, History of the Language Studied, Theory and Practice of Translation; Methods of Language Teaching and Educational Technologies) within the educational field 60230100 – Philology and Language Teaching (English).

This program has been developed in accordance with the requirements for the level of knowledge, skills and abilities to be acquired by graduates in general professional and specialized subjects, and it covers the qualification requirements and the content of all topics envisaged in the subject's curriculum. It is designed to determine the graduate's theoretical and practical readiness to perform the professional tasks established by the state standard of higher vocational education.

The final state attestation assesses graduates' preparation in two mutually complementary dimensions. The first is practical command of the target language, without which none of the graduate's professional functions can be performed; it is assessed in Tasks 1 and 2 (reading comprehension and written production at C1 level), which together account for 60 points. The second is theoretical and methodological knowledge of the general professional and specialized subjects, assessed in Task 3, which accounts for 40 points. This distribution was approved by the University Council and reflects the qualification requirements for the field of study 60230100 – Philology and Language Teaching (English).

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

Requirements for the State Attestation Examination in General Professional and Specialized Subjects

In the course of the state attestation examination, the bachelor's degree candidate must:

In terms of knowledge:

- describe the core concepts, categories and regularities of the theoretical aspects of English (lexicology, theoretical phonetics, theoretical grammar, stylistics, history of the language) and of translation theory;
- be able to explain the requirements of national and international (CEFR-based) standards for foreign language education;
- be able to outline the principles of planning a modern foreign-language lesson and the functions of different types of teaching aids;

In terms of skills:

- comprehend authentic English texts at C1 level and produce coherent, situationally appropriate written texts;
- analyze language material by applying concepts from the theoretical disciplines, illustrating the analysis with examples;
- design a lesson plan addressing a specific methodological problem, selecting appropriate methods, technologies and teaching aids and justifying the choice;
- be able to apply techniques for developing learners' communicative competence and its components;

In terms of competence:

- be able to independently monitor and assess students' knowledge, skills, abilities and competencies;
- justify methodological and analytical decisions in clear, well-structured written professional discourse.

Theoretical Foundations of the General Professional and Specialized Subjects

- priorities of state policy on modernizing foreign-language education in the Republic of Uzbekistan;
- national and international standards for foreign language education;
- domestic and foreign curricula for foreign languages;
- theoretical and practical knowledge in the Integrated Course of Language Teaching and the Theoretical Aspects of the Language Studied;
- the place of foreign-language teaching methodology within the system of pedagogical sciences;
- the basic methodological concepts: approach, method, technology, principle, technique, means, teaching system;
- exercise as the main component of foreign-language teaching;
- the connection of the methodology of foreign-language teaching with other disciplines;
- language competence and speech competence, and the distinction between them;
- the goals, content, principles and methods of the discipline of language-teaching methodology;
- levels of foreign-language proficiency and stages of language learning according to the CEFR (Common European Framework of Reference).

Understanding General Professional and Specialized Subjects

The general professional and specialized subjects include the Integrated Course of Foreign Language Teaching, Methods of Language Teaching and Educational Technologies, and the Theoretical Aspects of the Language Studied. The theoretical aspects, in turn, include the following subjects: Lexicology, Theoretical Phonetics, Theoretical Grammar and History of the Language Studied, Stylistics, and Theory and Practice of Translation.

1. Theoretical Grammar and language history

Theory of Parts of Speech

The concept of “part of speech.” Criteria for distinguishing parts of speech in modern English. Principles of grouping words into word classes. Lexical-grammatical oppositions in the formation of parts of speech; the parts of speech in English and their brief characterization.

The Concept of Grammatical Category

The concepts of category and grammatical category. The system of oppositions in grammar. The concept of grammatical form. Analytical and synthetic grammatical forms. Declension and conjugation. The tense categories of the verb in English.

The category of tense. The grammatical meaning of the present, past and future tenses. Absolute and relative tenses. The categorial properties of the present, past and future tenses; the mood models of the future tense. Sequence of tenses.

The category of voice (active voice, passive voice) in English, the category of mood of the verb in English, the theory of word combinations, simple sentences, and a description of methods of syntactic analysis.

Categories of the noun and the adjective in the history of the English language. The categories of case, number and gender of nouns and adjectives in the Old, Middle and New English periods. Strong and weak declension of nouns and adjectives. The formation of the verb system in the history of the English language. Strong, weak, preterite-present and irregular verbs in the Old, Middle and New English periods. The emergence of analytical verb forms.

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

The concepts of literary pronunciation and orthoepic norm. The concept of national and regional variants of pronunciation and the main variants in modern English. The components of the phonetic structure of English. The segmental phonemes of English. Differentiation of the terms “phoneme” and “allophone” as linguistic units. Transcription. Types of transcription. The main directions of phoneme theory and phonological schools. The syllable structure of words in English. Definition of the syllable. Classification of syllables. The function of the syllable. The accentual structure of English. Word stress, sentence stress. Intonation. Its 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

The main sections and issues of stylistics as a discipline. The main directions of stylistics. Stylistic distribution of vocabulary. The literary layer of vocabulary. The main features of functional styles in modern English (belles-lettres and scientific styles). The main features of functional styles in modern English (newspaper and publicistic styles). The nature and functions of stylistic devices (metaphor, litotes, metonymy, oxymoron, hyperbole, antithesis, repetition, epithet, periphrasis, rhetorical question, antonomasia, comparison, 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. Theory and Practice of Translation

The discipline of translation theory, together with the study of various translation methods – the word-for-word translation method, and descriptive and analogical translation methods – aims to improve students' translation skills and abilities.

The purpose of teaching the subject is to familiarize students with the basic theoretical concepts of translation theory, the styles and approaches used in studying translation processes, and the place and significance of language in the system of scientific knowledge, and to teach them the basic regularities observed in translation during the process of verbal communication.

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

Theoretical foundations of English lexicology. Semasiology. The distinctive features of a word compared to a morpheme, a word form, and a word combination. The morphological structure of a word. Mono-morphemic and poly-morphemic words. The stem of a word and its types. Types of word structure. Word formation. Methods of word formation. The main structural components of a word. The word-formation base. Various types of compound-word formation. Abbreviated words, and other methods of word formation.

Theoretical foundations of phraseology. The goals and objectives of phraseology. Fixed and free combinations; the similarities between a word and a word combination. 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. Methods of Language Teaching and Educational Technologies. Developing Communicative Competence. Teaching Foreign- Language Materials and Types of Speech Activity

- Language aspects. The goals and objectives of teaching vocabulary, grammar and pronunciation, and the importance of forming the related skills.
- Types of speech activity. Listening comprehension, speaking, reading and writing, and their role in the practical study of a foreign language.
- The main mechanisms for forming and developing listening comprehension, speaking, reading and writing; the stages of teaching; teaching technology; and its monitoring.

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 Specialized Subjects, and Its Assessment Criteria

The state attestation in the general professional and specialized subjects (Integrated Course of Teaching Foreign Languages; Theoretical Aspects of the Language Studied – Lexicology, Theoretical Phonetics, Theoretical Grammar and Language History, Stylistics, , Theory and Practice of Translation) is conducted in written form. The set of questions for conducting the final attestation is communicated to students in advance, in the manner established prior to the attestation.

The final attestation should be aimed at assessing, through a final examination, the theoretical knowledge and practical skills acquired in accordance with the educational objectives. The state attestation in general professional and specialized subjects is conducted on the basis of written tasks in the approved manner. Each of the answers given by students is explained on the basis of approved assessment criteria and graded in accordance with the grading system.

As a sample for conducting the final state attestation, 15 sample questions per subject are communicated to students prior to the attestation. Attestation tickets, consisting of 3 parts, are placed in sealed envelopes. The first part of the ticket contains 10 test questions on reading comprehension competence: the student reads an authentic text in the foreign language and marks the answers to the questions given on the text. The second part contains a writing task designed to assess writing competence, based on a given situation, which in turn reveals the graduate's knowledge and skills in language teaching. In the third part of the ticket, the graduate provides written answers to 2 questions based on theoretical knowledge.

The checking and assessment of final state attestation papers is carried out on a 5-point grading scale. The scores given for the answers in all 3 parts are added together: the first part is worth 30 points, the second part 30 points, and the third part 40 points. The point total is then converted to the grading scale and assessed on the “5-point” scale, and the graduate's final state attestation grade for the subject is thereby determined.

Assessment Criteria for the Final State Attestation Examination

Task 1 Reading (Max achievable points – 30 pts.)

Criterion	Description	Points
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Reading comprehension items	10 objective items on an authentic English text (True/False/Not Given, heading matching, note/summary completion)	$10 \times 3 = 30$
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Task 2 Writing (Max achievable points – 30 pts. $3 \times 10 = 30$)

Criterion	8–10 points	5–7 points	3–4 points	0–2 points
Task fulfilment	All three prompts fully addressed; register appropriate; ≥ 150 words	All prompts addressed, one briefly; register mostly appropriate	One prompt omitted or misunderstood; register inconsistent	Task largely unfulfilled or below 100 words
Coherence and organization	Clear paragraphing; logical progression; effective cohesive devices	Generally clear; occasional lapses in linking	Weak paragraphing; mechanical or faulty linking	No discernible organization
Language: range and accuracy	Wide, precise vocabulary and varied structures; errors rare and minor	Adequate range; errors do not impede understanding	Limited and repetitive; frequent errors sometimes obscure meaning	Very restricted; errors prevent comprehension

Task 3 – Theoretical questions (Max achievable points – 40 pts. $2 \times 20 = 40$)

Criterion	17–20 points	12–16 points	7–11 points	0–6 points
Conceptual accuracy	Concepts, terms and categories defined correctly and completely	Mostly accurate; minor terminological imprecision	Partial or superficial treatment; notable gaps	Concept not understood or answer absent
Use of examples	Apt, accurate examples that genuinely illustrate the point	Examples present and relevant, some underdeveloped	Few or loosely connected examples	No examples
Coherence and academic expression	Logically structured, concise, linguistically accurate	Clear overall; occasional lapses	Disorganized; errors impede clarity	Incomprehensible

Grading Criteria

Uzbekistan System	European Credit Transfer System (ECTS)	Uzbekistan System (Points)
«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

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2. P. Cullen. Vocabulary for IELTS. Cambridge University Press, 2008.
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4. Skills in English. Listening, Level 1. CUP, 2005.
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6. McCarthy M. and O'Dell F. English Phrasal Verbs in Use, Intermediate. CUP, 2004.

The following sample examination variants, together with their answer keys and model answers, are published for preparation purposes. They illustrate the structure, level and assessment of the final state attestation. The examination papers used on the day of the attestation are compiled separately, in accordance with the same specification, and are kept confidential until the examination.

“Approved”

Rector _____ I. Tukhtasinov

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**60230100 – PHILOLOGY AND LANGUAGE TEACHING (ENGLISH)****FIELD OF STUDY, 2025–2026 ACADEMIC YEAR****SAMPLE QUESTIONS FOR THE FINAL STATE ATTESTATION EXAMINATION IN
GENERAL PROFESSIONAL AND SPECIALIZED SUBJECTS FOR GRADUATING
STUDENTS****The booklet consists of 3 tasks:**

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

Sample Exam Variation 1

1. READING

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 the 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 point 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 the 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

- Interest in Aboriginal art was inspired by seeing rock engravings close to her Berowra home.
- Incorporated 8 _____ and colours from Aboriginal art in her own work; often referred to Aboriginal sources in the 9 _____ she gave her artworks.

1953 Exhibition

- A very old method of 10 _____ was used for some prints.

Answers:

Reading	1	2	3	4	5	6	7	8	9	10
Answer	True	NG	False	NG	NG	False	True	Symbols	titles	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. 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 and 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 (Gr. *dia* ‘through’ and *chronos* ‘time’) and the descriptive or synchronic (Gr. *syn*

‘together’, ‘with’). The distinction between a synchronic and a diachronic approach is due to the Swiss philologist Ferdinand de Saussure (1857–1913).

Sample exam variation 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 actually help 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 adopted by judges to become law. 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, perhaps 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. The public's increasing ability to influence the law
- viii. Growth in laws

- 1. Paragraph A
- 2. Paragraph B
- 3. Paragraph C
- 4. Paragraph D
- 5. Paragraph E
- 6. Paragraph F

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 9–10 on your answer sheet.

Lawyers as Professionals

People sometimes say that 9 _____ 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 _____ 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.

Reading	1	2	3	4	5	6	7	8	9	10
Answer	iv	vii	i	viii	vi	ii	D	—	truth	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. Answer the Following Theoretical Questions

1. Polysemantic and Monosemantic Words

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.