

NAVOIY INNOVATSIYALAR UNIVERSITETI



“TASDIQLAYMAN”

Navoiy innoVatsiyalar universiteti  
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Ro'yxatga olindi

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**FILOLOGIYA VA TILLARNI O'QITISH- INGLIZ TILI TA'LIM  
YO'NALISHI BITIRUVCHILARI UCHUN  
YAKUNIY DAVLAT ATTESTATSIYASI  
DASTURI**



## 1. Kirish

Yakuniy davlat attestatsiyasining maqsadi talabalarining asosiy kasbiy ta'lim dasturini o'zlashtirish natijalarining davlat ta'lim standartining tegishli talablariga muvofiqligini aniqlashdir.

Mazkur dastur bakalavriat: 60230100 – Filologiya va tillarni o'qitish; ingliz tili ta'lim yo'nalishi bitiruvchi kurs talabalari uchun mo'ljallangan.

**Yakuniy davlat attestatsiyasi dasturining maqsadi:** bo'lajak ingliz tili o'qituvchilariga Chet tillarni o'qitishning integrallashgan kursi, O'qish va yozish ko'nikmalari, Gapirish va tinglash ko'nikmalari fanlariga oid tushuncha va munosabatlarni talabalar tomonidan ongli ravishda o'zlashtirishiga hamda hayotga tadbir eta olishga intilish, ularning kelajakdagi ish faoliyatida amaliy ahamiyat kasb etuvchi xorijiy tildagi bilim, ko'nikma va malakalarni shakllantirish va rivojlantirishdan iborat.

**Fanning asosiy vazifasi** - Ushbu maqsadga erishish uchun fan talabalarida tabiiy til mohiyatiga oid bilimlarni egallashga imkoniyat yaratish, tilning ichki tuzilmasi, til qatlamlari va birliklarini ilmiy asosda tadqiq etish ko'nikmalarini shakllantirish hamda ularning bir-biri bilan o'zaro munosabatlari to'g'risida ilmiy-nazariy tushunchalariga ega bo'lishlarini ta'minlash, lug'at zahirasining uslubiy tasnifi, fonetik, leksik – frazeologik, sintaktik tasviriy vositalar va uslubiy priyomlari hamda ingliz tilining funksional uslublari bilan talabalarni tanishtirish, ularda mazkur soha bo'yicha yetarli bilim, ko'nikma va malakalar hosil qilishdan iborat.

**Yakuniy davlat attestatsiyasi dasturining vazifalari:** talabalarga maktab, akademik litsey va kasb-hunar kollejlarda o'rgatilayotgan ingliz tili fanini til ko'nikmalarini integrallashgan holda o'qitish bo'yicha umumlashgan ko'nikma va malakalarni shakllantirish va rivojlantirishdan hamda o'quvchilarning til o'rganishlarida asosiy til ko'nikmalari bo'lgan: gapirish, yozish, tinglab tushunish va o'qish ko'nikmalarini rivojlantirishda qo'llaniladigan metodlar, interfaol usullar, ta'lim texnologiyalari ma'lumot majmuasi bilan tanishtirish, talabalarni mantiqiy fikrlash, nazariy bilimlarini amalda qo'llay bilish, shuningdek talabalarga ta'lim yo'nalishlariga oid bilimlarni berish.

## 2. Yakuniy davlat attestatsiyasi o'tkaziladigan fanlar dasturining mazmuni.

60210300 – Filologiya va tillarni o'qitish; ingliz tili ta'lim yo'nalishi bitiruvchilari o'qishni tamomlagandan so'ng, umumiy o'rta, o'rta maxsus, professional ta'lim muassasalarida, maktabdan tashqari ta'lim muassasalarida ingliz tili fanidan zamonaviy pedagogik va axborot texnologiyalaridan foydalangan holda dars berish, O'zbekiston Respublikasi Fanlar akademiyasi va tarmoq ilmiy-tadqiqot institutlarida ishlash huquqiga ega bo'ladi. Ta'lim yo'nalishi bo'yicha bakalavrlarning kasbiy faoliyati quyidagilarni qamrab oladi:

- umumiy o'rta ta'lim maktab o'qituvchisi kasb standartiga muvofiq umumiy o'rta ta'limda ingliz tili fani o'qituvchisi maqomida pedagogik faoliyat olib borish;

- O'zbekiston Respublikasi fanlar akademiyasi va tarmoq ilmiy-tadqiqot institutlarida hamda mustaqil tadqiqotchi sifatida ilmiy-pedagogik tadqiqot ishlari bilan shug'ullanish;

- ilmiy-tadqiqot;
- tarjimonlik faoliyati;
- tarjimonlik va muharrirlik faoliyati;
- tashkiliy-boshqaruv faoliyati;
- OAV da tarjimonlik faoliyati;
- pedagogik (umumiy o'rta va o'rta maxsus, kasb-hunar ta'limi tizimida).

## Kasbiy kompetensiyalar:

- tegishli bakalavriat yo'nalishi doirasida tanlangan mutaxassislik bo'yicha magistraturada oliy ta'limni davom ettirishga;
- kadrlarni qayta tayyorlash va malaka oshirish tizimida qo'shimcha kasb ta'limi olish uchun tayyorlamadilar;
- dunyoqarash bilan bog'liq falsafiy bilimlarga tizimli ega bo'lishi, mustaqil tahlil qila olishi, kasbiy faoliyatida ularni hisobga olib birlashtirish;
- xorijiy tillardan birida kasbiy faoliyatiga oid hujjatlar va ishlar mohiyatini tushunishi, tabiiy ilmiy fanlar bo'yicha kasbiy faoliyati doirasida zaruriy bilimlarga ega bo'lishi lozim.

## 3. Yakuniy davlat attestatsiyasini o'tkazish tartibi

Yakuniy davlat attestatsiyasi sinovi Navoiy innovatsiyalar universiteti Kengashining 202\_\_ yil \_\_\_ № \_\_\_-sonli qaroriga muvofiq yozma ravishda o'tkaziladi.

Yakuniy davlat attestatsiyasi sinovi universitet o'quv jarayoni grafiga mos sanalarda tashkil etilib, talabalarga aniq vaqti kamida 30 kun oldin e'lon qilinadi.

Yakuniy davlat attestatsiyasi tayyorgarlik va maslahatlar o'quv bo'limi tomonidan tasdiqlangan jadval asosida tashkil etilib, kafedra tomonidan birlashtirilgan professor-o'qituvchilar tomonidan olib boriladi.

Yakuniy davlat attestatsiyasiga 60230100 – Filologiya va tillarni o'qitish (ingliz tili) bakalavriat ta'lim yo'nalishi o'quv reja va fan dasturlarini to'liq tugagan va o'quv rejasida nazarda tutilgan barcha sinovlardan muvaffaqiyatli o'tgan talabalar qo'yiladi.

**Yakuniy davlat attestatsiyasi o'tkaziladigan o'quv rejaning majburiy fanlar blokidagi mutaxassislik fanlari:** Chet tillarini o'qitishning integrallashgan kursi, O'qish va yozish ko'nikmalari, Gapirish va tinglash ko'nikmalari, Gapirish va tinglash ko'nikmalari.

Chet tillarini o'qitishning integrallashgan kursi: o'qish va yozish ko'nikmalari, gapirish va tinglab tushunish ko'nikmalari 60230100 – Filologiya va tillarni o'qitish (ingliz tili) bakalavr ta'lim yo'nalishining 5-6-7-8 semestrlarida o'tiladi. Mazkur fanning maqsadi talabalarga tilning og'zaki va yozma shakllarini integrallashgan holda o'rgatish, turli kontekstlardagi muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tili ko'nikmalari to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlashdir. Fanning asosiy vazifasi umumiy urof etilgan xalqaro me'yorlarga ko'ra talabalarining o'rganilayotgan chet tili C1 darajada egallashlari uchun zaruriy til ko'nikmalarini integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir. Talabalarining shaxsiy fikrlarini turli xil usullar bilan yoritishning muayyan nutq sharoitiga mos yo'llarini aniqlash. Fanning maqsadiga talabalarga lingvistik, lingvomadaniy va kommunikativ ko'nikma va malakalarini ingliz tili lug'at boyligi orqali shakllantirish ham kiradi.

Yakuniy davlat attestatsiyasi komissiyasi bitiruvchilarning yakuniy davlat attestatsiyasi sinovlari natijalari asosida ularga ta'lim yo'nalishi bo'yicha bakalavr darajasi berish haqida qaror qabul qiladi.

Yakuniy davlat attestatsiyasi sinovini baholash ushbu dasturning "Baholash mezonlari" bo'limidagi talabalar asosida amalga oshiriladi

Yakuniy davlat attestatsiya sinovi bo'yicha o'zlashtirish ko'rsatkichi yakuniy davlat attestatsiya komissiyasining majlis bayoni rasmiylashtirilgandan so'ng shu kunning o'zida e'lon qilinadi.

Yakuniy davlat attestatsiyasi sinovidan o'ta olmagan shaxs o'qish muddati tugagandan so'ng, arizasiga muvofiq yakuniy davlat attestatsiyasi sinovini keyingi 3 yil davomida qayta topshirish huquqiga ega.

Yakuniy davlat attestatsiya sinovlarida olgan bahosiga e'tiroz bildirgan bitiruvchilarning arizalarini ko'rib chiqish uchun universitet rektorining buyrug'i bilan appelyatsiya komissiyasi tuziladi.

Yakuniy davlat attestatsiya jarayonida qo'yilgan bahodan norozi bo'lgan bitiruvchilar baho e'lon qilingan kundan e'tiboran uch kun muddat ichida appelyatsiya komissiyasiga murojaat qilish huquqiga egalar.

## YAKUNIY DAVLAT ATTESTATSIYASINI BAHOLASH MEZONLARI

Chet tillarini o'qitishning integrallashgan kursi, O'qish va yozish ko'nikmalari, Gapirish va tinglash ko'nikmalari" fanlaridan Yakuniy davlat attestatsiyasi sinovining nazorat turlari, baholash tartibi va mezonlari to'g'risida ma'lumot yoziladi.

5 baholik	100 ballik	Baholash mezonlari
5	90-100 ball (a'lo)	"Talaba mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi, fan (mavzu) bo'yicha tasavvurga ega" deb topilganda
4	70-89 ball (yaxshi)	"Talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega" deb topilganda
3	60-69 ball (yetarli)	"Talaba olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega" deb topilganda
2	50-59 ball (qoniqarsiz)	"Talaba fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi, fan (mavzu) bo'yicha tasavvurga ega emas" deb topilganda

**Izoh:** Talabalarining bilim darajasi baholash mezonini jadvali Yakuniy davlat attestatsiyasi sinovi shaklidan va fanning xususiyatidan kelib chiqib to'ldiriladi. O'rganilayotgan til nazariy aspektlari fanidan Yakuniy davlat attestatsiyasi sinovlarida baholash quyidagi tartibda amalga oshiriladi:

- 50 ta savolga umumiy 100 ball etib belgilangan bo'lib, har bir to'g'ri javob uchun 2 ball beriladi.

Baho	To'g'ri javoblar soni	Ball
A'lo (5 baho)	45-50	90-100%
Yaxshi (4 baho)	35-44	70-89%
Qoniqarli (3 baho)	30-34	60-69%
Qoniqarsiz (2 baho)	33 va undan kam	59%

**YAKUNIY DAVLAT ATTESTATSIYASINI  
BAHOLASH MEZONLARI**

Talabalarning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabanning til ko'nikmalari darajasi ballar orqali ifodalanaadi

1. Talabanning fan bo'yicha o'zlashtirish ko'rsatkichini nazorat qilishda quyidagi mezonlar asosida baholanadi:

Baholash me'yorlari	Baholash mezonlari mazmuni
<b>I-topshiriq: tinglab tushunish 25 ball</b>	<b>Umumiy ball-100</b>
<b>II- topshiriq: o'qib tushinish 25 ball</b>	Tinglab tushunish har bir to'g'ri javob uchun 1 ball; O'qib tushunish har bir to'g'ri javob uchun 1 ball;
<b>III topshiriq: yozish ko'nikmasi 25 ball</b>	<b>Yozish:</b> 1) xat -10 ball 2) esse -15 ball
<b>IV topshiriq: gapirish 25 ball</b>	<b>Gapirish:</b> 1) so'z boyligi -5 ball 2) nutq ravonligi- 5 ball 3) matn butunligi - 5 ball 4) grammatika - 5 ball 5) talaffuz - 5 ball

**Baholashni 100 ballik shakldan '5' baholik shaklga o'tkazish tartibi**

100-90 ballar = 5 baho (a'lo)

89-70 ballar = 4 baho (yaxshi)

69-60 ballar = 3 baho (qoniqarli)

59 va undan past ball = qoniqsiz

**Yakuniy davlat attestatsiyasi o'tkaziladigan fanlar bo'yicha savollar to'plami**

**Chet tillarini o'qitishning integrallashgan kursi, O'qish va yozish ko'nikmalari, Gapirish va tinglash ko'nikmalari" fanlaridan savollar to'plami**

**LISTENING PART**

**Task 1**

**Questions 1-7**

**Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.**

Harper Holiday Job Agency

Application for Temporary Work

Personal Details

First Name: Lily

Surname: 1 .....

Date of birth: 2 .....

Temporary Work Requirements

Period when work wanted from June to 3 .....

Where work wanted: 4 ..... or 5 .....

Type of work wanted:

1st priority: 6 ..... work

2nd priority: 7 ..... work

**Questions 8-10**

**Choose THREE letters, A-G.**

**Which of these has Lily got?**

A a good knowledge of a foreign language

B a driving license

C the ability to deal with the public

D a sports coaching qualification

- E good computer skills
- F experience of working with young children
- G the ability to play a musical instrument

**PART 2 Questions 11-20 Questions 11 -15 Choose FIVE answers from the box and write the correct letter, A-G, next to questions 11 -15.**

- Community Centre Facilities
- Football pitches 11 .....
- Library 12 .....
- Tennis courts 13 .....
- Large hall 14 .....
- Computer lab 15 .....

- A a deposit is required
- B only available at weekends
- C can be reserved online
- D currently under repair
- E recently extended
- F temporarily not available
- G no booking is necessary

**Questions 16-20**

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- Date: Oct. 14th
- Event: 16 ..... competition
- Entrants: 17 .....
- Type of prize: 18 .....
- Cost of ticket per person: \$1.50
- Date: Starts on 19 .....
- Event: Photography exhibition
- Entrants: 20 .....

Type of prize: DVDs

Cost of ticket per person: \$2.00

**PART 3 Questions 21-30**

Questions 21-25

Choose the correct letter, A, B or C.

- 21 Martin and Julia agree that the most difficult part about working together is
- A dividing the reading up equally
  - B finding a mutually convenient time to meet
  - C ensuring all sections of the presentation link together

22 What does Martin think is important to remember when they deliver the presentation?

- A to provide sufficient detail
- B to consider the kind of audience they have
- C to avoid going over the time limit

23 Which aspect of biomechanics is Martin keen to research further?

- A the analysis of human movement
- B the influence of the environment
- C the role of sports equipment

24 According to Julia, sports science is of most benefit to athletes when

- A it enables them to perform consistently
- B it identifies an athlete's readiness for competition
- C it assesses the effectiveness of a training programme

25 What does Julia say about the psychology of athletes?

- A They are particularly strong-willed
- B They become over-confident when winning.
- C They depend too much on professional support

Keys:

1. CLAREMONT 2. 23<sup>rd</sup> April 1989 3. August 4. Abroad 6. Scotland

7. team 8. C. 9. F. 10. G. 11. C. 12. E. 13. G. 14. B. 16. table tennis 17. everyone 18. book(s) 19. 12<sup>th</sup> November 20. Teenagers 21. C. 22. B. 23. C. 24. B. 25. B

#### READING PART

Part 1. Answer Questions 1-13, which are based on Reading Passage.

##### How basketball was invented

It was the winter of 1891-1892. Inside the International YMCA Training School located in Springfield, Massachusetts, USA, there was a group of restless college students. The young men had to be there; they were required to participate in indoor activities to burn off the energy that had been building up since the summer sports season had ended. The college offered them activities such as marching, gymnastic exercises and apparatus work, but they considered them poor substitutes for the more exciting games that they played outside in warmer seasons.

The instructor of this class was James Naismith, a 31-year-old graduate student. Naismith had recently moved from his native Canada to study physical education at the Springfield college and today renowned as the father of physical education and recreation in the United States.

Two instructors had already tried and failed to devise activities that would engage the young men. There had been a meeting of college teaching staff to discuss what was becoming a persistent problem with the student's uncontrolled energy and disinterest in their studies. Naismith felt that the kind of work needed to motivate and inspire the students 'should be of a recreative nature, something that would appeal to their play instincts'. Before the end of the meeting, Gullick placed the problem squarely in Naismith's lap, and charged him with the task of coming up with a solution.

So Naismith went to work. His challenge was to create a game that was easy to learn, yet complex enough to be interesting. It had to be playable in the winter in the college gymnasium, and by a large number of players all at once. It should give people sufficient exercise, yet without the roughness of outdoor games such as rugby, as players would be likely to end up with injuries if they played such games in a confined space.

Much time and thought went into this new creation. It became an adaptation of many sports of its time, adopting features of games including American rugby (passing the ball), English rugby (the technique known as jump ball) and soccer (the shape and size of the ball), and something called 'duck on a rock,' a game Naismith had played with his childhood friends.

Naismith approached the college janitor, hoping he could find two small square boxes to use as goals. Instead, the janitor came back with two baskets that had contained peaches from the school canteen. Naismith then nailed them to an elevated track, 10 feet (3 meters) from the ground. A man was stationed at each end of the balcony to pick the ball out of the basket and put it back into play. It wasn't until a few years later that the bottoms of the baskets were cut to let the ball fall loose.

Naismith then drew up 13 rules, which described the method of moving the ball and what constituted a foul, among other issues. The game, he decided, would be divided into two 15-minute halves with a five-minute resting period in between. Naismith's secretary typed up the rules and tacked them on the bulletin board. A short time later, the class met, and the teams were chosen with three centers, three forwards, and three guards per side. Two of the centers met at mid-court, Naismith tossed the ball, and a new game was born.

A short while later, Frank Mahan, one of the players, approached Naismith, asking him what he intended to call his new game. Naismith replied that he hadn't thought of it because he had been focused on just getting the game started. Mahan suggested that it be called 'Naismith ball', at which Naismith laughed, saying that a name like that would kill any game. Mahan then said, 'Why not call it basketball?' Naismith replied, 'We have a basket and a ball, and it seems to me that would be a good name for it.'

Word of the new game spread like wildfire. It was an instant success. The rules were printed in the college's magazine, which was mailed to other YMCA schools across the country. Because of the college's well-represented international student body, the game of basketball was introduced to many other nations in a relatively short period of time. High schools and colleges around the world began to play the new game, and by 1905, basketball was officially recognized as a permanent winter sport.

The rules have been slightly altered, but by-and-large the game has not changed drastically since Naismith's original list of 13 Rules was tacked up on that college bulletin board.

Question 1-7 Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1-7 on your answer sheet.

## The invention of basketball

### When, where and who

- winter 1891/1892
- International YMCA Training School, Springfield, Massachusetts
- James Naismith, a sports instructor born in Canada

### The challenge

to invent an interesting game which:

- could be played inside the 1..... at the college
- involved a large number of players
- provided enough 2 .....
- had a low risk of any 3..... to the players

### Equipment

Naismith created a game with:

A ball based on the one used for playing 4  
Two baskets that 5 had been stored in

### The rules

Naismith's game had thirteen rules, including:

- how to move the ball
- the definition of a 6.....

The rules were put in a 7..... and sent to schools around the USA

Do the following statements agree with the information given in Reading Passage?

In boxes 8-13 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

- 8 In 1891, the students of the International YMCA Training School preferred outdoor sports to indoor ones.
- 9 During a meeting with his colleagues, Naismith offered to try to create a game for the students.
- 10 Naismith was initially angry with the college janitor for giving him baskets instead of boxes.
- 11 In the early days of the game, someone had to remove the ball from the basket after each goal was scored.
- 12 It took a long time for the new game to become popular.
- 13 There has been disagreement about how Naismith's rules should be altered.

### Part 2. Answer Questions 14-25, which are based on Reading Passage

#### The conservation of rare species

When a naturalist says that a bird or a plant is rare, he or she may mean one of several different things (Harper 1981, Rabinowitz 1981). The concept of rarity can refer to one of three characteristics: geographic range, habitat specificity, or local population size, and a classification based on the interplay between these variables yields seven different types of rarity. For example, certain species may be locally abundant over a wide geographic range, but found in only a very specific habitat, whilst others may be found in several habitats, but only in small numbers and in a geographically restricted area. We must therefore recognise that the kinds of management which will be appropriate for protecting species threatened with extinction will vary.

Classic rare species are often those which have a small geographic range and narrow habitat specificity. Many plants of this type are restricted endemics, and are often endangered or threatened (Rabinowitz 1981). Other rare species have very large geographic ranges and occur widely in different habitats but are always at low density. These species are ecologically interesting but almost never appear on lists

of endangered species. So the important point is that not all rare species are problems for conservationists.

The reasons why a particular species is rare vary. In some cases we can observe a species declining over time for example, the African elephant population since 1950. This is a direct result of ivory poaching (Caughley et al. 1990). But not all species that have declined to rarity are so well understood. Some plant and animal species undergo bursts of colonisation and decay so that they persist as a mosaic of increasing and declining populations (Harper 1981).

For species with small geographic ranges or narrow habitat specificity we must be concerned with the spatial distribution of the population. The number or size of habitable sites may be too small, and this could be one reason the species is rare. Or, if there are many habitable sites that are not occupied, a species may be rare its limited dispersal powers. Within habitable sites, competition from other species, predation, disease or social interactions may restrict abundance. One example that illustrates some of these factors is the red-cockaded woodpecker

The red-cockaded woodpecker is an endangered species of bird endemic to eastern parts of the United States of America. It was once abundant from New Jersey in the north to Texas in the south, and from the coast inland as far as Missouri, but it is now nearly extinct in the northern and inland parts of its geographic range. The red-cockaded woodpecker is adapted to pine savannas, but most of this woodland has been destroyed for agriculture and timber production. The birds feed on insects and nest in cavities in old pine trees, and because old pines have been mostly cut down, their available habitats have been reduced (Walters 1991)

Designing a recovery programme for the red-cockaded woodpecker has been complicated by the social organisation of the species. The birds live in groups of a breeding pair and up to four helpers, nearly all males. Helpers do not breed but assist in incubation and feeding. Young birds have a choice of dispersing or staying to help in a breeding group. If they stay, they become breeders by inheriting breeding status on the death of older birds. Helpers may wait many years before they acquire breeding status.

From a conservation viewpoint, the problem is that red-cockaded woodpeckers compete for breeding vacancies in existing groups, rather than forming new groups and occupying abandoned territories, or starting at a new site. The key problem is the excavation of new breeding cavities. Because of the energy and time needed, typically several years, birds are better off competing for existing territories than building new ones.

To test this idea, Walters (1991) and his colleagues artificially constructed cavities in trees at 20 sites in the young pine forests of North Carolina. The results were dramatic - 18 of 20 sites were colonised by red-cockaded woodpeckers and new breeding groups were formed only on areas where artificial cavities were drilled. This experiment showed clearly that much suitable habitat is not occupied by this woodpecker because of a shortage of cavities. Therefore management of this endangered species was not directed at reducing mortality of the birds, but instead focused on physical characteristics of their chosen habitat.

The rescue of the red-cockaded woodpecker is a good example of how successful conservation biology depends on identifying and alleviating limiting factors. However, there can be no general prescription for rescuing rare species. Detailed information on resource requirements, social organization, and dispersal powers are required before recovery plans can be specific.

**Choose the correct letter, A, B, C or D.**

**14** What does the writer say about rarity?

- A. There is more than one criterion for defining it.
- B. The term is a cause of dispute amongst naturalists.
- C. It applies to only a very small number of species.
- D. It is a phenomenon which has been widely researched.

**15** What does the writer say about the threat of extinction?

- A. All types of rarity present a problem.
- B. Few plant species are known to be vulnerable.
- C. Low density by itself does not endanger species.
- D. Lists of endangered species are not reliable.

**16** Which of the following makes it difficult for the red-cockaded woodpecker to increase in number?

- A. A proportion of male birds are sterile.
- B. Birds leave the parental nest too early.
- C. There is too much competition for food.
- D. Individuals may not breed for several years.

**17** What was the basis of the recovery programme for the red-cockaded woodpecker?

- A. Birds were bred in captivity.
- B. Nesting holes were created.
- C. Pine forests were planted.
- D. Food supplements were provided.

Do the following statements agree with the information given in Reading Passage

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 18 Species with various habitat types are not necessarily widely distributed.
- 19 The rate of decline of the African elephant has slowed down.
- 20 The causes of rarity are generally easy to establish.
- 21 The traditional habitat of the red-cockaded woodpecker has been destroyed by human activity.
- 22 The red-cockaded woodpecker prefers to leave its nest before breeding
- 23 It usually takes years for the red-cockaded woodpecker to make a nesting hole.
- 24 The project to rescue the red-cockaded woodpecker is ongoing.

**Question 25**

Choose the correct letter, **A, B, C or D.**

- 25 In this article, the writer's purpose is to
  - A. alert the reader to the plight of the red-cockaded woodpecker.
  - B. explain how Walters's recovery programme can be applied to other species.
  - C. illustrate the factors that must be considered when dealing with rarity.
  - D. persuade readers that rarity is a neglected ecological issue.

**Keys:**

**Part 1.**

**1. gymnasium 2. exercise 3. Injuries 4. soccer 5. peaches 6. Foul 7. magazine**

**8. T 9. F 10. Ng 11. T 12. F 13. Ng 14. A 15. C 16. D 17. B 18. T 19. Ng 20. F**

**21. T 22. F 23. T 24. Ng 25. C**

**WRITING**

**Writing Task1**

**You should spend about 20 minutes on this task. Write at least 150 words**

Last week, you visited a local supermarket and you got satisfactory service. Write a letter to the supermarket manager to thank. In your letter:

- introduce yourself;
- say why you are satisfied;
- say thank you and write about your future visits.

**Writing task2**

**You should spend about 40 minutes on this task. Write at least 250 words**

In many developing countries, there is a problem with declining quality of air and water from both industry and constructions. What measures could be taken to prevent this? Discuss the problem and Give your suggestion

**SPEAKING**

Sample Task Card

**Topic: Museums and art galleries**

**Part 1**

**Speaking Production:** Speak about types of art you know. Speak for not more than 2 minutes. Try not to repeat your partner's ideas and vocabulary.

**Part 2**

**Speaking interaction:** Reflect on the following statement paying attention to turn-taking and

interact with your partner by asking relevant questions.

There are many great museums/art galleries in your city/country which are known world-wide.

Mention the names of some museums/ art galleries

Share your experience of last visit of museum/art gallery

- Speak about the best/worst exhibition you have ever seen.

### Topic: Libraries

#### Part 1

**Speaking Production:** Speak about the procedure and general rules applied in libraries.

Speak for not more than 2 minutes. Try not to repeat your partner's ideas and vocabulary.

#### Part 2

**Speaking interaction:** Reflect on the following statement paying attention to turn-taking and interact with your partner by asking relevant questions.  
Reflect on the last book you have read.

- Speak about the author of the book
- Speak about the characters
- Explain the main idea and plot of the book.

### WRITING SAMPLES and TEACHERS' COMMENTS

#### Writing task 1

Dear Sir or Madam,

I am writing this letter to express my gratitude for the exceptional service provided in your supermarket as well as explaining why I am happy with the customer service. I am Clarie Johnson, a frequent visitor to your supermarket. Last week, I went to the supermarket and was very satisfied with how your staff treated me along with their service. From the moment I stepped into your store until the time of checkout, every staff member I encountered was very helpful, sincere, and went above and beyond a pleasant shopping experience. Also, the cleanliness and organization of the store were also commendable, contributing to an enjoyable shopping experience.

I would like to extend my sincere thanks to you and your team for consistently upholding such high standards of customer service. It is clear that you prioritize customer satisfaction, and I truly appreciate the effort by everyone at your supermarket. I want you to be sure that I will continue choosing your supermarket as I value excellent service and quality products at the store.

Once again, thank you for your outstanding service. Please convey my appreciation to your team, and I am confident you will keep such high-quality service forever.

Best regards,

Clarie Johnson

#### Teacher's Comments

#### CEFR Descriptors

- The piece of writing adheres to the standard conventions of good formal letter writing and demonstrates an appropriate choice of the style and tone.
- Overall structure of the letter is clear and concise. It contains the introductory paragraph, main body and concluding paragraph;
- The introductory paragraph briefly identifies the writer ("my gratitude for the exceptional service provided in your supermarket") and the attitude ("I am happy with the customer service").
- Also, it mentions how she found out about the supermarket staff ("...very satisfied with how your staff treated me").
- The writer gives the reasons why she is satisfied ("...I encountered was very helpful, sincere, and went above and beyond a pleasant shopping experience. Also, the cleanliness and organization of the store were also commendable, contributing to an enjoyable shopping experience.")
- why she wishes to write this letter ("...I would like to extend my sincere thanks to you and your team for consistently upholding such high standards of customer service.")
- In the concluding paragraph she restates her thankfulness. ("Once again, thank you for your outstanding service")

Chet tillarini o'qitishning integrallashgan kursi, O'qish va yozish ko'nikmalari, Gapirish va tinglash ko'nikmalari" fanidan

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