MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

Olimpiada topshiriqlari (III bosqichi)
INGLIZ TILI 11

Grammar 11th grade

1. Choose the correct answer.
I was interested …….. that John and Mary are getting married.
A) in hearing B) to hear C) of hearing D) hear

2. Choose the correct answer.
I daren't …….. out after dark even though it is urgent."
A) to go B)going C) go D) to going

3. Choose the correct answer.
Since the shelf was already full, I decided to install ……..three meters of shelving along the wall so there would be enough space for my growing collection of books
A) the other B) others C) another D) other

4. Choose the correct answer.
He is so poor now. It's hard to believe that when he was young, he …….down the street in his Rolls Royce or sometimes his Jaguar car.
A) was driving B)must be driving C) has been driving D)would drive

5. Choose the correct answer.
I don't think she knows yet what sort of accommodation she will be offered there during the conference, …..?
A) does she B) don't I C) doesn't she D) do I

6. Choose the correct answer.
Could you let me know when…….?
A) did the concert start B) does the concert start C) the concert starts D)starts the concert

7.Choose the correct answer.
Mark is supposed ……a policeman, but I don't believe it.
A) hit B) to hit C) to have hit D) to hitting

8. Choose the correct answer.
I hope you will come to London sometime. ....you come, you can stay with us.
A) whether B)in case of C) in case D) if

9. Choose the correct answer.
I ……to get up early, but it was a lovely morning, so I did.
A) needn't B)didn't need C) wasn't need D) needn't have

10. Choose the correct answer.
I had to shout …….my friend across the street because the traffic noise was so loud
A)off B) at C) to D) about

11. Choose the correct answer.
I'd have been able to say goodbye to John if only ……..to the airport in time.
A) I get B) I got C)I have got D) I had got

12. Choose the correct answer.
Of course I'll pay you back next week. You can …….it.
A) bank on B) bank out C) put by D)come by

13. Choose the correct answer.
When custom's officers found some illegal goods hidden in the car, he was arrested for ……
A) assault B)mugging C)hijacking D)smuggling

14. Choose the correct answer.
I……to the butcher's on the way home, but I forgot.
A) need to go B)must have gone C) ought to have gone D)should go

15. Choose the correct answer.
'He didn't bat an eye' means the same as _____
A)he didn't see B)he didn't show surprise C) he wasn't happy D)he didn't have good vision

16. Find the synonym of the underlined word.
The politician's conviction for tax fraud **jeopardized** his future.
A) jettisoned B) endangered C) penalized D)rejuvenated
17. Choose the correct answer.
He returned home after a ....in Cyprus.
A)weekly holiday B)week's holiday C)holiday of the week D)weeks' holiday
18. Choose the correct answer.
It was essential to submit the plan the following day. Therefore,……he was near exhaustion, he went on working late into the night.
A)whereas B)while C)however D)though
19. Choose the correct answer.
The room was so hot and airless that several people …….and had to be revived.
A) dropped out B)passed away C) dropped away D)passed out
20. Choose the correct answer.
A pipe had burst and water was.....out of it with great force.
A)seeping B)trickling C)gushing D)pelting

21. Use the verb in the correct form
I have books and papers all over my desk. I need (take) …….some time to straighten up my desk. It needs (straighten)……..up.
22. Continue with a time word.
In British English, a period of two weeks is called…….
23. Use a suitable phrasal verb.
People respect Dr.Play. They……..him because of his great knowledge.
24. Continue with a tag question.
They have to ask somebody else to help them, ……?
25. Use the correct modal verb in the appropriate form with the verb **borrow**.
I knew that Marcus didn't have much money, but he has just bought a new car. He (borrow) …..the money from someone.
26. Use the adjective in the appropriate form.
(High)……. we climbed, (cold)…….. the air became, which made it difficult for us to proceed.
27-30. Use the word given in capitals to form a word that fits in the space.
Very little in our lives prepares us for(27)…….(PARENT). Suddenly, your life is turned upside down and all sorts of (28)…….(FAMILIAR) demands are placed on you. How we ourselves were treated by our parents in our (29)……..(YOUNG) can have an (30)……..(APPRECIATE) effect on who we become as parents.

Listening
Part 1

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of an interview with a broadcaster who is talking about a series of programmes he presented about landscape painting.

1 Why did he decide to include a picture by a politician?

A to point out how painting helps people in different ways

B to show some interesting points about styles of painting

C to stress that amateur art can equal professional painting

2 How does he feel about the process of drawing?

A The activity relaxes him.

B He is ashamed of the results.

C Concentrating on it is exciting.

Extract Two

You hear an amateur pilot called Gina Nesbit talking about doing aerobatics in her small plane.

3 What does Gina find hard about learning new aerobatic movements?

A It is difficult to practise without any instructions.

B Trying out some of them makes her feel sick at first.

C She can get nervous flying the plane unaccompanied.

4 What gives Gina most pleasure when taking part in competitions?

A the relief she feels after completing a sequence of actions

B the satisfaction of knowing she has performed accurately

C the pride she takes in preparing as thoroughly as possible

Extract Three

You overhear a chef called George talking to a friend about his daily routine.

5 What does George appreciate most about riding a motorbike?

A It allows him to avoid the traffic jams on the way to work.

B It reminds him of when he was a teenager.

C It gives him some time for himself.

6 Which is George's favourite object in his house?

A the kitchen table

B the shower

C the cooker

Part 2

Part 2

You will hear an art teacher called Rosa Weston giving a talk about making mosaics – works of art that are made out of small pieces of glass and stone. For questions **7–14**, complete the sentences.

Making mosaics

Rosa feels that the real experts in mosaics were the [7]

Rosa says that the greatest changes have occurred in the

[8] of mosaics.

Until recently, modern mosaics were mostly found in [9]

and swimming pools.

Rosa says that the process of making mosaics calls for both

[and 10]

Most students attend what's called a [11] as part of their course.

Rosa admits that making mosaics can be compared to doing

[12]

Rosa gives the example of ashtrays and

[13] as objects that are now being made using mosaics.

Rosa has even considered putting a mosaic border on [14]

Part 3

Part 3

You will hear part of a radio programme in which two people, Sally White and Martin Jones, are discussing the popularity of audio books. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

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15 Sally feels that the main advantage of audio books is that they

- **A** encourage children to read more.
- **B** make more books accessible to children.
- **C** save parents from having to read to children.
- **D** are read by experienced actors.

16 What does Martin say about the woman who came into his shop?

- **A** She no longer worries about long journeys.
- **B** Her children used to argue about what to listen to.
- **C** She no longer takes her children to France.
- **D** Her children don't like staying in hotels.

17 Martin says that in the USA there is a demand for audio books because people there

- **A** were the first to obtain audio books.
- **B** have to drive long distances.
- **C** are used to listening to the spoken word on the radio.
- **D** feel that they do not have time to read books.

18 Sally says that authors may record their own books on tape if

- **A** their book has just been published.
- **B** they want it read a certain way.
- **C** they have already read extracts from it aloud.
- **D** there are no suitable actors available.

19 According to Sally, successful abridgements depend on

- **A** their closeness to the original.
- **B** the length of the original.
- **C** the style of the author.
- **D** the type of story.

20 Martin feels that unabridged versions

- **A** are better than abridgements.
- **B** can be too expensive.
- **C** contain too much detail.
- **D** are becoming more popular.

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Part 4

You will hear five short extracts in which people are talking about starting a business.

For Questions 21-25, choose from the list A-H, the reason each speaker gives for starting a business.

21. Speaker 1

22. Speaker 2

23. Speaker 3

24. Speaker 4

25. Speaker 5

A. careers advice
B. redundancy
C. family relocation
D. taking early retirement
E. a newly discovered skill
F. an idea in an article
G. a disagreement at work
H. a friend's advice

Reading

READING PASSAGE 1

Questions 1-10 are based on Reading Passage 1 below.

How the first trans-Atlantic telegraph cable was laid

On August 16, 1858, the first telegraphic message crossed the Atlantic Ocean. Travelling along a recently laid cable, the message from Britain's Queen Victoria to US President James Buchanan took just 16 hours. Prior to this, communication across the Atlantic would have been by ship – and taken around 10 days.

People had been communicating via overland telegraph since 1844 and messages had been passing between Britain and France since 1850 when the first submarine cable was laid in the English Channel. But the attempt to span the Atlantic Ocean was the most daring attempt yet – and was the talk of the age, the 19th-century equivalent of the Apollo space mission. The idea that one could seemingly cheat time and space was inspiring and it changed the way people thought about the world and their place in it.

The driving force behind the trans-Atlantic telegraph cable was an American businessman called Cyrus Field. In 1856, he and Englishmen John Watkins Brett and Charles Tilson Bright formed the Atlantic Telegraph company. They raised £350,000 mostly from businessmen in London, Liverpool, Manchester and Glasgow. They also secured £14,000 annually from the British government plus the loan of ships and a similar amount from the US government.

Getting the cable made proved to be difficult. The distance between the west coast of Ireland and Newfoundland is over 3,700km, and Field was unable to find a company that was capable of supplying the required cable in the desired time frame. As a result, two companies were engaged to fulfil the order. The cable had a core of seven copper wires down which the signal would pass. These were insulated with several layers of gutta percha (a natural plastic made from tree sap) and then armoured with iron wire. When it was complete, the weight of the cable proved too great for any single ship. It was therefore loaded onto two: the British ship, HMS Agamemnon and the American ship, USS Niagara.

The first attempt to lay the cable began on August 5 1857 with both ships departing from the west coast of Ireland, near Ballycarbery Castle. The venture did not go according to plan. The cable snapped on the first day, but was recovered from the bottom and repaired. A few days later, mid-Atlantic, the cable snapped again, this time in water 3km deep. It was lost and the expedition abandoned.

The next summer in 1858 they tried again. On this expedition, the two great ships met mid- Atlantic, each carrying half the cable. The two ends were joined together and the ships sailed away from each other. The cable broke three times and each time they were forced to start again. On July 29, with little hope of success, the cable was joined for the fourth time and the ships sailed for home. This time they succeeded. The cable was landed in Newfoundland on August 4 and in Ireland the following day. And a week or so later Queen Victoria sent that first trans-Atlantic message to President Buchanan.

The celebrations were tremendous. One US newspaper proclaimed: New York has seldom seen a more complete holiday than that on September 1 1858, in celebration of the successful laying of the Atlantic cable. The enthusiasm of an entire nation was expressed in this jubilee of its metropolis, and the era of a closer connection with Europe was well ushered in by a day of genuine rejoicing and gaiety.

Celebrations were, however, short-lived: the cable performed badly and failed after just three weeks. The project was put on hold, but the concept had been proved possible. By 1865, further research had been carried out into the problems which had plagued the earlier cables. In addition, cables had been successfully laid in the Mediterranean and in the Persian Gulf. The cables that were used were better engineered, with thicker cores and better insulation allowing faster transmission speeds.

In 1865, Field incorporated a second company to raise enough funds to try again. He chartered the largest ship in the world at the time, the SS Great Eastern, which could carry the entire Atlantic cable. Huge salt-water tanks and other state-of-the-art machinery were fitted to ensure it remained in mint condition during its journey. All went well until, in heavy winds 1000km off the coast of Newfoundland, the cable rubbed on the side of the ship, snapped and plunged to the deep ocean floor.

Not one to quit, Field vowed to return the following year. This final 1866 expedition proved to be successful and the cable was put into commercial service on July 28. One month later, the 1865 cable was brought to the surface and repaired, providing a second Atlantic telegraph link.

The service had obvious and immediate impact. People in government were able to respond more swiftly to evolving situations. News travelled more quickly, which boosted trade on both sides of the Atlantic. It also had a profound effect on things such as family life and cultural ties. For example, it was no longer so difficult for immigrants in America to keep in touch with their families back home.

The roller-coaster of cable-laying highs and lows between 1857 and 1866 caught the imaginations of a generation the way the space race did in the 20th century. There was immense public interest in the endeavour and in telegraphy more generally. At the time, telegraphic science was reported widely in the newspapers and the fortunes of the telegraph companies were followed closely. Discussions of the pitfalls and solutions to spanning the Atlantic with cable became everyday topics of conversation, and endless articles in the newspapers ensured that the project stayed in people's thoughts.

Questions 1 – 6

Do the following statements agree with the information given in the text In boxes 1 – 6 below, 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 Field failed to find a company that could produce all of the cable needed by the specified date.

2 HMS Agamemnon and USS Niagara set sail from different locations on August 5, 1857.

3 On the 1858 expedition, the cable broke three times because of a manufacturing fault.

4 The newspaper quoted in the passage disapproved of the enthusiasm that met the 1858 expedition.

5 Many articles appeared in the press between 1857 and 1866 about the science behind the telegraph.

6 Between 1857 and 1866, people talked about the problems related to the telegraph project on a regular basis.

Questions 7 – 10

Complete the notes below. Choose **ONE WORD ONLY** from the text for each answer.
Write your answers in boxes 7 – 10 below.

The history of the trans-Atlantic telegraph

The first attempts to lay cable:

• the Atlantic Telegraph company was set up by Field, Brett and Bright in 1856
• the central wires of the cable were made of **7**……..
• the cable was put onto two ships due to its **8**……..
• the 1857 attempt failed
• the cable was successfully laid in 1858

Events between 1858 and 1866:

• celebrations were brief since problems emerged
• further research led to the cable's thickness and **9**…….. being improved
• Field set up another company to get the **10**…….. for another attempt
• the strong winds experienced by the SS Great Eastern led to the cable being lost
• the 1866 expedition was successful

Passage 2.

Insect decision-making

A. It has long been held that decision made collectively by large groups of people are more likely to turn out to be accurate than decisions made by individuals. The idea goes back to the 'jury theorem' of Nicolas de Condorcet, an 18th-century French philosopher who was one of the first to apply mathematics to the social sciences. Condorcet's theory describes collective decisions, outlining how democratic decisions tend to outperform dictatorial ones. If, for example, each member of a jury has only partial information, the majority decision is more likely to be correct than a decision arrived at by a single juror. Moreover, the probability of a correct decision increases with the size of the jury.

B. Now it is becoming clear that group decisions are also extremely valuable for the success of social animals, such as ants , bees, birds and dolphins. Bees make collective decisions, and they do it rather well, according to Christian List of the London School of Economics, who has studied group decision-making in humans and animals. Researchers led by Dr List looked at colonies once the original colony reaches a certain size. The queen goes off with about two-thirds of the worker bees to live in a new home or nest, leaving a daughter queen in the old nest with the remaining workers. Among the bees that depart are some that have searched for and found some new nest sites, and reported back using a characteristic body movement known as a 'waggle dance' to indicate to the other bees the suitable places they have located. The longer the dance, the better the site. After a while, other bees start to visit the sites signaled by their companions to see for themselves and, on their return, also perform more waggle dances. The process eventually leads to a consensus on the best site and the breakaway swarm migrates. The decision is remarkably reliable, with the bees choosing the best site even when there are only small differences between alternative sites.

C. But exactly how do bees reach such a robust consensus? To find out, Dr List and his colleagues used a computer-generated model of the decision-making process. By experimenting with it they found that, when bees in the model were very good at finding nesting sites but did not share their information, this dramatically slowed down the migration leaving the swarm homeless and vulnerable. Conversely, bees in the model blindly following the waggle dances of others without first checking. The researchers concluded that the ability of bees to identify successfully and quickly the best site depends on both the bees 'interdependence in communicating the whereabouts of the bees site, and their independence in confirming this information for themselves.

D. Another situation in which collective decisions are taken occurs when animals are either isolated from crucial sources of information or dominated by other members of the group. José Halloy of the Free University of Brussels in Belgium used robotic cockroaches to subvert the behaviour of living cockroaches and control their decision-making process. In his experiment, the artificial bugs were introduced to the live ones and soon became sufficiently socially integrated that they were perceived by the real cockroaches as equals. By

manipulating the robots, which were in the minority, Halloy was able to persuade the living cockroaches to choose an inappropriate shelter-even one which they had rejected before being infiltrated by the robots.

E. The way insects put into effect collective decisions can be complex and as important as the decisions themselves. At the University of Bristol, in the UK, Nigel Franks and his colleagues studied how a species of ant establishes a new nest. Franks and his associates reported how the insects reduce the problems associated with making a necessarily swift choice. If the ants' existing nest become suddenly threatened, the insects choose certain ants to act as scouts to find a new nest.

How quickly they accomplish the transfer to a new home depends not only on how soon the best available site is found, but also on how quickly the migration there can be achieved.

F. Once the suitable new nest is identified , the chosen ants begin to lead others , which have made it to the new site or which may simply be in the vicinity, back to the original threatened nest. In this way, those ants which are familiar with the route can help transport ,for example ,the queen and young ants to the new site, and simultaneously show the way to those ants which have been left behind to guard the old nest. In this way moving processes are accomplished faster and more efficiently. Thus the dynamics of collective decision-making are closely related to the efficient implementation of those decisions. How this might apply to choices that humans make is , as yet,unclear. But it does suggest, even for humans, the importance of recruiting dynamic leaders to a cause, because the most important thing about collective decision-making ,as shown by these insect experiments, is to get others to follow.

Questions 11-16

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-vii, in boxes 11-16 on your answer sheet.

List of Headings

i The effect of man-made imitations on insects
ii The need to instruct additional insect guides
iii Signals used by certain insects to indicate a discovery
iv How urgency can affect the process of finding a new home
v The use of trained insects in testing scientific theories
vi The use of virtual scenarios in the study of insect behaviour
vii How the number of decision-makers affects the decision

11. Paragraph A –
12. Paragraph B –
13. Paragraph C –
14. Paragraph D –
15. Paragraph E –
16. Paragraph F –

Questions 17-20

Look at the following findings (Questions 17-20) and the list of academics below.

Match each finding with the correct academic, A-D Write the correct letter, A-D, in boxes 17-20 on your answer sheet.

NB you may use any letter more than once.

17. Certain members can influence the rest of the group to alter a previous decision.
18. Individual verification of a proposed choice is important for successful decision outcome.
19. The more individuals taking part in a decision, the better the decision will be.
20. The decision-making process of certain insects produces excellent results even when fine distinctions are required.

List of Academics
A Nicolas de Condorcet
B Christian List and colleagues
C José Halloy
D Nigel Franks and colleagues

Passage 3 Choose the correct answer according to the passage.

TRAINING TO BE A DANCER

A dancer's training is as strenuous as that of an athlete. In the great academies of classical dance - the pre-eminent centres in the late 20th century are to be found in New York City's School of American Ballet and St. Petersburg's Kirov Ballet School - a would be dancer begins to train at the age of 7 or 8. If the young dancer shows both physical and artistic promise, the next decade will be spent perfecting a program that is progressively more rigorous. Following a strict series of exercises that have been developed and refined over the last three centuries, the young dancer will be trained in a great tradition. The limbs will be strengthened, the torso will be molded into what ballet masters consider an ideal posture, and the dancer's experience will be enriched through the study of related subjects in humanities and the arts. Should the dancer show exceptional promise, he or she will be accepted into the corps de ballet of a company, where an apprenticeship of a different sort begins. First, to give the young performer experience, the dancer will fill, minor roles. While the glamour associated with these roles may be slight, they give the young performer a chance to gain assurance on stage and the opportunity to measure their skills against those of other young artists. Should the dancer continue to grow in stature, graduation from the corps de ballet may lead to becoming a soloist or a principal artist. Of the multitude of students who begin the study of dance, only a few of the most gifted will win the fame and fortune to which many aspire.

21. According to the passage, trainee ballet dancers
A) are very likely to become rich and famous
B) benefit from learning connected creative subjects
C) do not train as rigorously as an athlete
D) follow an exercise programme that hasn't changed for three hundred years
E) usually begin to perform on stage at the age of seven or eight
22. It is clear from the passage that trainee ballet dancers
A) all train at either New York City's School of American Ballet or St. Petersburg's Kirov Ballet School
B) must be even stronger than athletes
C) undergo an exercise regime which gets gradually more strenuous
D) must be tall and muscular
E) all start in the corps de ballet
23. The author informs us that trainee ballet dancers are given a series of minor roles
A) whether they are talented or not
B) which are very glamorous
C) which will make them quite wealthy
D) for skills assessment and confidence-building
E) which aren't very strenuous

Questions 24,25
Find words or phrases in the passage which mean the same as:
24. period of time spent learning the skills needed to do a job properly –
25. arms and legs-