

**MINISTRY OF HIGHER AND SECONDARY  
SPECIALIZED EDUCATION**

**TASHKENT INSTITUTE OF FINANCE**

**TEST BOOK  
FOR FINAL STATE ATTESTATION ON  
FOREIGN LANGUAGE (ENGLISH)**

**FACULTY:**\_\_\_\_\_

**EDUCATIONAL DIRECTION:**\_\_\_\_\_

**GROUP:**\_\_\_\_\_

**STUDENT:**\_\_\_\_\_

**NAME**

**SIGNATURE**

**CODE:**\_\_\_\_\_



**CODE:** \_\_\_\_\_

**First Part: TEST** \_\_\_\_\_

**Choose the best word to fit the gap.**

**1. It's important to understand how other cultures behave so you don't cause \_\_\_\_\_ .**

A offence B problem C disaster D behaviour

**2. In some countries it is quite \_\_\_\_\_ to use the correct title when talking to business colleagues.**

A offensive B likely C formal D tricky

**3. Having good \_\_\_\_\_ may help you to make deals more easily.**

A entertaining B manners C demonstrations D handshaking

**4. Ian has to be very organised as his work involves meeting tight \_\_\_\_\_.**

A problems B responsibilities C challenges D deadlines

**5. Lesley doesn't like having to wait for other people to \_\_\_\_\_ work for her.**

A generate B solve C resolve D tackle

**6. Paul enjoys working at Small World because he finds the \_\_\_\_\_ stimulating.**

A installation B environment C application D opportunity

**7. If someone looks me straight in the eye without \_\_\_\_\_ I tend to think they are honest.**

A yawning B sighing C blinking D sniffing

**8. Your body \_\_\_\_\_ usually gives other people information about how you really feel.**

A appearance B impression C language D relationship

**9. Bob and Tony are business \_\_\_\_\_ and have arranged to meet at the sales conference.**

A delegates B customers C associates D officers

**10 I've given the latest sales \_\_\_\_\_ to Mr Allen but he hasn't had a chance to look at them yet.**

A systems B figures C worksheets D facts

## Second Part: READING

Read the text below and choose the best word to fill each gap from A, B, C or D below.

American President J.F. Kennedy and British Prime Minister Winston Churchill were both ‘nappers’. They had short sleeps – ‘naps’ – during the day to help them work. It might be just what you need to wake up your company and improve your (1) \_\_\_\_\_.

Do energy levels drop in the afternoon? Do your (2) \_\_\_\_\_ seem a bit slow and sleepy after lunch? In Spain the traditional siesta is making a comeback in good companies who want their workers to work smarter, not (3) \_\_\_\_\_. These companies are realizing that their (4) \_\_\_\_\_ work better with a rest in the afternoon. They are more productive, make fewer mistakes and are happier. It’s not a case of decreasing their (5) \_\_\_\_\_ – they do even more work.

In California’s Silicon Valley, hi-tech companies provide chill-out rooms for employees to relax in, along with pool tables and gyms. Even family pets, such as dogs, are allowed to go to work (6) \_\_\_\_\_ their owners. A New Zealand company achieved change in the whole company by encouraging staff in one (7) \_\_\_\_\_ to go home when they had done all the assignments they could do that day, without any loss of pay.

Other employers want their employees to take responsibility (8) \_\_\_\_\_ their own success by letting them set their personal work (9) \_\_\_\_\_. Like all these ideas, this only works when everyone in the company (10) \_\_\_\_\_ believes in the changes. Even the best intentions of written (11) \_\_\_\_\_ can mean nothing if one person does not follow them. Everyone from the (12)\_\_\_\_\_ on down should (13) \_\_\_\_\_ the new rules and follow them themselves.

But perhaps the most important thing to remember is to have a good life-work (14) \_\_\_\_\_. Go home at five, on time, and enjoy the rest of your life. Take control. Life’s too short to let anyone else (15) \_\_\_\_\_ it for you.

- 1 A. attitudes B. profitability C. working D. shareholders
- 2 A. employers B. employed C. employ D. employees
- 3 A. hard B. harder C. hardest D. well
- 4 A. company B. managers C. staff D. interns
- 5 A. workforce B. workspace C. working D. workload
- 6 A. by B. with C. for D. together
- 7 A. company B. organization C. unit D. place
- 8 A. in B. with C. to D. for
- 9 A. ideas B. objectives C. criteria D. jobs
- 10 A. corporation B. structure C. subsidiary D. department
- 11 A. guidelines B. rule C. complaints D. instructions
- 12 A. project leader B. director C. manager D. supervisor
- 13 A. write B. ensure C. focus D. enforce
- 14 A. situation B. routine C. balance D. plan
- 15 A. set B. run C. rule D. decide





**Assessment criterion of Final State Attestation on Foreign Language  
(English, German and French)**

<b>№</b>	<b>The form of FSA</b>	<b>Results</b>	<b>Time</b>	<b>Assessment criterion</b>	
<b>1</b>	Test (10*2=20)	0-20	10 minutes	The student must complete 10 tests, each correct answer is 2 points.	
<b>2</b>	Linguistic competence (80)	Reading (10*3=30)	0-30	30 minutes	The student should read and understand the unknown text and fulfill the textual tasks. There are 15 assignments in the text, each with a score of 0-2 points.
		Essay (1*20=20)	0-20	30 minutes	The student will write a written essay. Writes up to 150 essays on the topic. Student knowledge will be assessed based on the following criteria: The richness of the content and the full disclosure of the essence of the topic - up to 0-10 points; - The logical sequence and complementarity of answers - 0 to 5 points; - Writing essays without grammatical, stylistically and morphological errors - 0-5 points.
		Speaking (2*15=30)	0-30	10 minutes	The student will be asked 2 questions for speaking. Each question will be rated 0-15 points. The student's knowledge in this section is assessed based on the following criteria: - expressing his / her opinion in a clear and meaningful sequence - up to 0-4 points; - The ability to use correct words and grammatical elements in speech - 0-4 points; - ability to accurately convey ideas and defend their point of view by using lexical units - up to 0-4 points; - correct pronunciation and intonation - up to 0-3 points.
<b>Умумий</b>		<b>0-100</b>	<b>80 minutes</b>		

