



Агар мен бэй бўлсам, мен жуда кўп яхши нарсани қиламан.  
 Агар бэй бўлсам, ишламайман. Мен ҳар кунги тишим керак  
 бўлмаса, мен аяқат ~~иширилган~~ <sup>тиширилган</sup> ёки дам оламан. Агар бу  
 зўраки бўлса, мен оила билан саёхат қиламан. Мен кўп бошқа  
 мамлакатларни кўришни хоҳлайман. Масалан, менинг хотиним  
 Аргентинада ошман, ва ~~менга~~ Аргентинада сафар қилиш менга  
 қизиқарли. ~~Агар мен~~ Агар мен ҳам ~~Узбекистонни~~  
 кўришни хоҳлайман. ~~Агар мен~~ Мен жуда кам ўзбек тилини  
 билсам ҳам, мен у ерда боришни жуда хоҳлайман. Агар мен  
 Ўзбекистонда борсам, мен бозорларга боришни керак. Мен ҳам  
 Тишиман тоғларни кўришни хоҳлайман. Менинча, Ўзбекистонга  
 борсам, менга жуда яқин. Аргентина ва Ўзбекистондан чиққарли  
 мен Кавказга боришни хоҳлайман. Ўнмга, билмайман, лекин  
 Аргентина ва Греция менга жуда қизиқарли.

**Intermediate:** this level is characterized by the writer's ability to produce short sentences which are loosely connected, and to address parts of the given topic.

### Intermediate 1

- The writer can produce short paragraphs on a familiar topic within his/her field of interest.
- Range of both morphological and syntactic structures is limited. The knowledge of time frames and aspects is emerging but not always with correct usage.
- Range of vocabulary remains at a moderate size and frequent lexical inappropriateness is found.
- Some basic connectives are used to link sentences into paragraphs. However, other cohesive devices, such as pronominal substitutions and synonyms, are not fully employed yet.

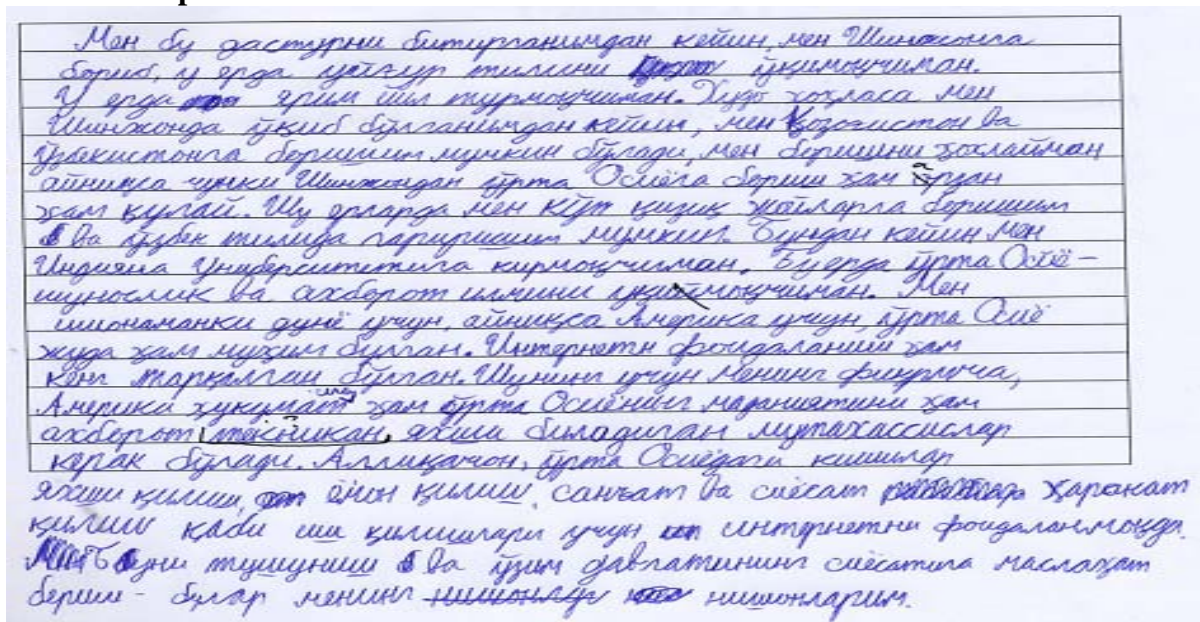
#### Example:

Мен Москвага Августда қайтаман, чунки мен  
 ФЛАС грантини олдим. Мен қайерда яшашни  
 билмайман. Мен университетга яқин яшашни  
 хоҳлайман. Москвада мен фақат рус тилини ўқийман  
 аммо ўзбек тилини дарс бераётган ўқитувчининг  
 топилгани хоҳлайман. Кейинги ўз мен университетга  
 тузайман. ~~Мен университетга~~ ~~топилгани~~ керак, аммо  
 мен қайерга ~~ишлайман~~ ~~жармайман~~ билмайман. Балки,  
 мен ишга Москвада топаман. Мен ҳам ишга  
 Ўзбекистонда қидираман, чунки мен ахирок  
 ўзбек тилида гапирарман. Мен илсон ҳуқуқларида  
 қизиқарман, бу кўп одамлар илсон ҳуқуқлари учун  
 ишлайдилар. Бей илдан ~~Бей~~ мен юридик мактабда  
 ўқишмоқчиман, Балки мен жуда машур турист  
 бўламан. Мен тез саёхат қилмакчи.

## Intermediate 2

- The writer can produce longer paragraphs on a variety of topics within his/her field of interest.
- Range of both morphological and syntactic structures is still limited. The knowledge of tense and aspect is still limited.
- Range of vocabulary is large but not covered for low-frequency words. Vocabulary use is accurate for high frequency words.
- The writer is able to use appropriate cohesive devices to connect different sentences. However, the number of such devices is still limited.

### **Example:**



**Advanced:** this level is characterized by the writer's ability to produce several well organized paragraphs on a wide range of topics.

## Advanced 1

- The writer can produce systematically developed paragraph with main points and relevant supporting details.
- Range of vocabulary is broad, including some low-frequency words and the writer can frequently produce general vocabulary, however, often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Knowledge of both formal and informal registers is almost complete. However, the writer may miss some cultural and local references.
- The writer links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall writing is not entirely coherent.

## Advanced 2

- The writer can produce a well-structured essay addressing a given topic in detail.
- Range of both morphological and syntactic structure is extensive.

- Range of vocabulary is broad, including some low-frequency words as well as general vocabulary, and the writer can often distinguish subtle differences among close synonyms and provide appropriate collocations.
- Most of the sentences are well connected and coherent.