ATTESTATSIYA · 20-NOYABR 2026

Imtihonda tushgan savollar

86 ta savol · har biriga batafsil izoh · javoblar kaliti

Pedagogik mahorat (TKT)
Pragmatika
Lingvistika va fonetika
Grammatika
Leksika

Qo'llanma haqida

Kimga: ingliz tili o'qituvchilari attestatsiyasiga tayyorlanayotgan ustozlar uchun. Qo'llanmada 2026-yil 20-noyabr kuni imtihonda tushgan savol va mavzular jamlangan — jami 86 ta savol, beshta bo'limga ajratilgan.

Nima beradi: har savolga alohida karta. Kartada to'g'ri javob ✓ belgisi bilan ajratilgan, qoida va izoh, har bir noto'g'ri variant nega xato ekani, keyingi safar yodda tutiladigan maslahat hamda manba (kitob, bob yoki unit, bet) va javob nimaga asoslangani berilgan. Izohlar o'zbek tilida, atamalar va misollar asl ingliz tilida.

Qanday ishlatiladi

1. Bo'limlar xaritasidan mavzuni tanlang — bo'lim nomi bosilsa, o'sha betga o'tadi.
2. Savolni o'qing va variantlarni qog'oz bilan yopib, javobni o'zingiz belgilang.
3. Keyin ✓ belgili variant va «Qoida va izoh» blokini o'qing: qaysi qoida ishladi?
4. «Nega boshqalari noto'g'ri» blokida har bir tuzoqni ko'rib chiqing — imtihonda aynan shular chalg'itadi.
5. «Maslahat» dagi juftliklar va iboralarni daftarga ko'chiring, oxirida javoblar kaliti va o'zini baholash jadvali bilan natijani tekshiring.

Bo'limlar xaritasi

Bob	Mavzular	Savol	Bet
01. Pedagogik mahorat (TKT)	Dars maqsadlari; eclectic, structural, TBLT va GTM; ustoz roli (planner); guided discovery; xato turlari; function va exponent	28	**06**
02. Pragmatika	Headlines; British va American English; formal va informal nutq; politeness strategies; pragmatik xato	17	**35**
03. Lingvistika va fonetika	Fossilisation; xatolar tasnifi; bog'lovchi turlari; semantik anomaliya; transkripsiya	7	**52**
04. Grammatika	Participle clause; Past Perfect Passive; It's time; discuss whether; while	8	**60**
05. Leksika	Kollokatsiyalar; come across / over / about; smash, crush, snap; sinonim va ta'riflar	26	**69**

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01-BOB · 28 TA SAVOL

Pedagogik mahorat (TKT)

Nega bu bob kerak

Imtihonning eng katta bloki shu. Bu bobda dars maqsadlari (stage, skill aims), yondashuvlar (eclectic, structural, TBLT, Grammar-Translation), ustozning planner roli, guided discovery, xato turlari hamda function va exponent tushunchalari jamlangan. Savollarning aksariyati TKT atamalarini real dars vaziyatiga qo'llashni talab qiladi: ta'rifni bilish yetmaydi, uni misolda tanib olish kerak.

1.1 IMTIHONDA TUSHGAN

To'g'ri javob: B

LESSON PLANNING: STAGE AIMS

In a lesson plan, what does a stage aim describe?

A	what the teacher wants to improve in his or her own teaching	
B	**the purpose of one particular part of the lesson**	✔
C	the main outcome learners should achieve by the end of the lesson	
D	the language content of the whole course	

Qoida va izoh

Stage aim (bosqich maqsadi) dars rejasidagi BITTA bosqich nima uchun o'tkazilishini ko'rsatadi. Masalan, lead-in bosqichining maqsadi «to generate interest in the topic», controlled practice bosqichiniki esa «to give controlled practice of the target language». Formula: har bosqich = procedure (nima qilinadi) + stage aim (nima uchun qilinadi). Barcha stage aim'lar birgalikda darsning main aim'iga xizmat qiladi.

Nega boshqalari noto'g'ri

- **A) what the teacher wants to improve in his or her own teaching** — Bu personal aim — o'qituvchining o'z kasbiy rivoji uchun maqsadi (masalan, «to reduce my teacher talking time»).
- **C) the main outcome learners should achieve by the end of the lesson** — Bu main aim (lesson aim): butun dars oxirida erishiladigan natija, bitta bosqichniki emas.
- **D) the language content of the whole course** — Bu syllabus yoki course aims darajasi — butun kursga tegishli, dars rejasidagi bosqichga emas.

Maslahat

TKT Module 2 dagi maqsadlar ierarxiyasini yodlang: course aims → main aim → subsidiary aim → stage aims → personal aims. Savolda «stage», «part of the lesson» bo'lsa — stage aim; «by the end of the lesson» bo'lsa — main aim; «my / I» bo'lsa — personal aim.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 19-unit «Identifying and selecting aims», 127-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «stage aim», «main aim», «personal aim» maqolalari

Manbadagi qoida: Glossary: stage aim — darsning bitta bosqichi, qadami yoki qisqa qismining maqsadi; main aim — darsning eng muhim maqsadi; personal aim — ustoz o'z ishida yaxshilamoqchi bo'lgan narsa.

Javob asosi: B varianti («darsning bitta qismi maqsadi») stage aim ta'rifining aynan o'zi; A — personal aim, C — main aim ta'rifiga mos.

1.2 IMTIHONDA TUSHGAN

To'g'ri javob: D

LESSON PLANNING: STAGE AIMS

Which of the following is most likely a STAGE aim in a lesson plan?

A	To enable learners to write a formal letter of complaint	
B	To enable learners to use the second conditional to give advice	
C	To reduce my teacher talking time during feedback	
D	**To raise learners' interest in the topic of the reading text**	✔

Qoida va izoh

«To raise learners' interest in the topic of the reading text» — darsning bitta qisqa qismi, ya'ni lead-in (warm-up) bosqichining maqsadi. U butun dars natijasini emas, shu bosqich nima uchun kerakligini aytadi, shuning uchun bu tipik stage aim.

Nega boshqalari noto'g'ri

- **A) To enable learners to write a formal letter of complaint** — Butun dars natijasi (writing darsi) — main aim.
- **B) To enable learners to use the second conditional to give advice** — Bu ham dars darajasidagi til maqsadi (main yoki subsidiary aim), bitta bosqichniki emas.
- **C) To reduce my teacher talking time during feedback** — «My» so'zi o'qituvchining o'ziga tegishli ekanini ko'rsatadi — personal aim.

Maslahat

Maqsadning egasi va hajmiga qarang: o'quvchi + butun dars = main aim; o'quvchi + bitta faoliyat (lead-in, pre-teaching, gist reading, feedback) = stage aim; o'qituvchining o'zi = personal aim.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 19-unit «Identifying and selecting aims», 127-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «stage aim», «personal aim» maqolalari

Manbadagi qoida: Glossary: stage aim — bosqich yoki qisqa qismning maqsadi (masalan, gist uchun tinglash ko'nikmasini rivojlantirish); personal aim — ustozning o'zi haqidagi maqsad.

Javob asosi: Lead-in bosqichida mavzuga qiziqish uyg'otish — bitta bosqich maqsadi (D). A va B butun dars natijasi, C esa «my» bilan ustozning shaxsiy maqsadi.

1.3 IMTIHONDA TUSHGAN

To'g'ri javob: A

LESSON PLANNING: STAGE AIMS

Stage: Learners read the text quickly in two minutes and choose the best title from three options. Which is the most appropriate stage aim?

A	**To give learners practice in reading for gist**	✔
B	To give learners practice in reading for detail	
C	To present new vocabulary from the text	
D	To check learners' understanding of grammar in the text	

Qoida va izoh

Matnni vaqt cheklovi bilan tez o'qib, eng mos sarlavhani tanlash — reading for gist (skimming), ya'ni matnning umumiy mazmunini tushunish. Stage aim procedure'ga mos kelishi shart: vaqt cheklangan + sarlavha yoki asosiy g'oya tanlash = gist.

Nega boshqalari noto'g'ri

- **B) To give learners practice in reading for detail** — Reading for detail — sekin va diqqat bilan o'qish, aniq savollar bilan tekshiriladi. Sarlavha tanlash buni talab qilmaydi.
- **C) To present new vocabulary from the text** — Bu pre-reading bosqichining (pre-teaching vocabulary) maqsadi; bu bosqichda yangi so'z o'rgatilmayapti.
- **D) To check learners' understanding of grammar in the text** — Procedure'da grammatikaga oid hech qanday harakat yo'q, demak maqsad mos emas.

Maslahat

Procedure'dagi fe'lga qarang: choose a title / match headings / main idea → gist (skimming); find names, dates, numbers → specific information (scanning); detailed questions, true/false → detail. TKT ko'pincha «aim procedure'ga mos keladimi?» deb so'raydi.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 5-unit «Reading», 31-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «gist», «skim» maqolalari

Manbadagi qoida: Glossary: gist — matnni tafsilotlarga e'tibor bermay, umumiy ma'nosini tushunish uchun o'qish yoki tinglash; skim — matn nima haqida ekanini bilish uchun uni tez o'qish.

Javob asosi: Vaqt cheklovi bilan tez o'qib sarlavha tanlash — skimming for gist; demak stage aim A.

1.4 IMTIHONDA TUSHGAN

To'g'ri javob: D

LESSON AIMS: SKILL AIMS

Which of the following is a SKILL aim rather than a language systems aim?

A	To introduce the present perfect for life experiences
B	To teach adjectives for describing personality
C	To practise the pronunciation of /θ/ and /ð/
D	**To give practice in listening for specific information** ✔

Qoida va izoh

TKT'da dars maqsadlari language systems aims yoki language skills aims bo'ladi. Skills aim to'rt ko'nikmani (receptive: reading, listening; productive: speaking, writing) va ularning subskill'larini rivojlantiradi: listening for gist, listening for specific information, reading for detail, inferring, deducing meaning from context. «To give practice in listening for specific information» listening subskill'ini rivojlantiradi — bu skill aim.

Nega boshqalari noto'g'ri

- **A) To introduce the present perfect for life experiences** — Grammatika — language system.
- **B) To teach adjectives for describing personality** — Leksika (lug'at) — language system.
- **C) To practise the pronunciation of /θ/ and /ð/** — Fonologiya — language system.

Maslahat

Systems = grammar, lexis, phonology, functions, discourse (QANDAY TIL). Skills = reading, listening, speaking, writing va subskill'lar (TIL QANDAY ISHLATILADI). Maqsadda read, listen, speak, write, skim, scan, gist, detail so'zlari bo'lsa — skill aim.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 19-unit «Identifying and selecting aims», 127-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «subskill», «receptive skills», «productive skills» maqolalari

Manbadagi qoida: Glossary: har bir til ko'nikmasi kichikroq subskill'larga bo'linadi; reading va listening — receptive, speaking va writing — productive ko'nikmalar.

Javob asosi: D — listening for specific information: listening subskill'i, demak skill aim.

1.5 IMTIHONDA TUSHGAN

To'g'ri javob: B

LESSON AIMS: SKILL AIMS

A teacher writes: 'By the end of the lesson, learners will have had practice in skimming a newspaper article for gist.' What kind of aim is this?

A a language systems aim

B **a skills aim** ✔

C a personal aim

D a phonology aim

Qoida va izoh

Skimming for gist — reading subskill, demak maqsad til ko'nikmasini (reading) rivojlantiradi. «By the end of the lesson» iborasi bu darsning asosiy maqsadi ekanini ko'rsatadi — ya'ni main skills aim.

Nega boshqalari noto'g'ri

- **A) a language systems aim** — Systems aim grammatika, leksika, fonologiya yoki funksiyalar bilan ishlaydi; bu maqsad til birligi haqida emas, o'quvchi qanday o'qishi haqida.
- **C) a personal aim** — Personal aim — ustozning o'z rivoji haqida («to give clearer instructions»); bu maqsad o'quvchilar haqida.
- **D) a phonology aim** — Fonologiya tovush, urg'u va ohang bilan ishlaydi; maqolani gist uchun o'qishning talaffuzga aloqasi yo'q.

Maslahat

Maqsadni nomlash uchun ikki savol bering: (1) butun darsmi yoki bitta bosqichmi? → main yoki stage aim; (2) til birligimi yoki ko'nikmami? → systems yoki skills aim. Demak «by the end of the lesson + skimming» = main skills aim.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 19-unit «Identifying and selecting aims», 127-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «main aim», «skim», «gist» maqolalari

Manbadagi qoida: Glossary: main aim — darsning eng muhim maqsadi; skim — umumiy tasavvur uchun tez o'qish; gist — umumiy ma'no.

Javob asosi: «By the end of the lesson» + skimming for gist — main skills aim (B).

1.6 IMTIHONDA TUSHGAN

To'g'ri javob: C

APPROACHES: ECLECTIC APPROACH

A teacher begins with a TPR warmer, then drills new phrases chorally as in the Audio-lingual Method, and finishes with a communicative information-gap task, choosing each activity to suit the learners' needs. Which approach is this teacher following?

A	the Grammar-Translation Method	
B	the Direct Method	
C	**an eclectic approach**	✔
D	the Silent Way	

Qoida va izoh

Eclectic approach — o'qituvchi bitta metodga bog'lanib qolmay, turli metodlardan (TPR, Audio-lingual drilling, CLT information gap) usullarni olib, o'quvchilar ehtiyoji, dars maqsadi va sharoitga qarab birlashtiradi. Savoldagi dars uch xil metod usulidan tuzilgan va tanlov «to suit the learners' needs» asosida qilingan — bu eclecticism belgisi.

Nega boshqalari noto'g'ri

- **A) the Grammar-Translation Method** — Grammar-Translation — tarjima, qoida yodlash, reading/writing asosidagi bitta metod; TPR yoki information gap ishlatilmaydi.
- **B) the Direct Method** — Direct Method — faqat maqsad tilda, tarjimasiz, grammatika induktiv o'rgatiladi; lekin u bitta metod, boshqalarini aralashtirmaydi.
- **D) the Silent Way** — Silent Way — o'qituvchi asosan jim turadi, Cuisenaire rods va rangli jadvallar ishlatiladi; o'qituvchi boshqaradigan xorda drill bunga xos emas.

Maslahat

Bitta darsda bir nechta metodning «imzo» usuli kelsa va «according to learners' needs / context» degan ibora bo'lsa — javob deyarli doim eclectic approach. Imzo usullar: TPR = buyruqqa harakat, ALM = drilling, CLT = information gap, Silent Way = rods.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 15-unit «Approaches to language teaching», 83-bet
2. Mellow, J. D. Toward principled eclecticism in language teaching: the two-dimensional model and the centring principle. TESL-EJ, 5(4), 2002
3. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «Total Physical Response (TPR)» maqolasi

Manbadagi qoida: Mellow (2002): eclecticism — turli metodlardan usullarni tanlab birlashtirish; principled eclecticism'da bu tanlov izchil tamoyilga (o'quvchi, maqsad, kontekst) tayanadi. Glossary: TPR — ustoz buyruq beradi, o'quvchilar harakat bilan javob beradi.

Javob asosi: Darsda TPR, Audio-lingual drilling va CLT information gap birlashtirilgan, tanlov o'quvchilar ehtiyojiga qarab qilingan — eclectic approach (C).

1.7 IMTIHONDA TUSHGAN

To'g'ri javob: B

APPROACHES: ECLECTIC APPROACH

Which statement best describes an eclectic approach to language teaching?

A Teaching strictly follows the one method considered most effective

B **The teacher combines techniques from different methods to suit learners** ✓

C Learners decide what and how to learn without teacher guidance

D Grammar is taught only through translation and memorising rules

Qoida va izoh

Eclectic approach mohiyati — «yagona eng yaxshi metod yo'q» degan qarash. O'qituvchi turli metodlarning kuchli tomonlarini aniq guruh, maqsad va sharoitga mos holda birlashtiradi. Bugungi sinf amaliyotining katta qismi aslida shu ma'noda eclectic.

Nega boshqalari noto'g'ri

- **A) Teaching strictly follows the one method considered most effective** — Bitta metodga qat'iy amal qilish — eclecticism'ning aksi.
- **C) Learners decide what and how to learn without teacher guidance** — Bu learner autonomy'ning haddan oshgan ko'rinishi, metodlarni birlashtirish emas.

- **D) Grammar is taught only through translation and memorising rules** — Bu Grammar-Translation Method ta'rifi.

Maslahat

Eclecticism ta'rifida «only», «strictly», «always» so'zlari bo'lmaydi. Kalit so'zlar: combine, select, mix, adapt, a variety of methods, learners' needs.

Manba va asos

1. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 15-unit «Approaches to language teaching», 83-bet
2. Mellow, J. D. Toward principled eclecticism in language teaching: the two-dimensional model and the centring principle. TESL-EJ, 5(4), 2002

Manbadagi qoida: Mellow (2002) eclecticism'ni bitta metodga qat'iy amal qilishning muqobili sifatida ta'riflaydi: turli metodlardan foydali usullar sharoitga moslab tanlanadi.

Javob asosi: B varianti aynan shu ta'rifni beradi; A — bitta metod, D — Grammar-Translation tavsifi.

1.8 IMTIHONDA TUSHGAN

To'g'ri javob: D

APPROACHES: ECLECTIC APPROACH

Eclecticism is described as 'principled' when ...

A	techniques are chosen at random to keep lessons varied
B	the teacher always uses the most recent method available
C	the coursebook decides every activity in the lesson
D	**technique choices are based on clear aims and learners' needs** ✔

Qoida va izoh

Principled eclecticism — usullar tasodifan emas, aniq asos bilan tanlanadi: dars maqsadi, o'quvchilar darajasi va ehtiyoji, sharoit. Eclecticism'ga asosiy tanqid — u «hamma narsadan ozgina» degan tartibsiz aralashmaga aylanishi mumkin. «Principled» so'zi shu xavfni yo'qotadi: har tanlovning sababi bor.

Nega boshqalari noto'g'ri

- **A) techniques are chosen at random to keep lessons varied** — Bu aynan unprincipled (tartibsiz) eclecticism — tanqid qilinadigan holat.
- **B) the teacher always uses the most recent method available** — Yangilikka ko'r-ko'rona ergashish; tanlov maqsad va ehtiyojga emas, «yangi» bo'lishiga asoslangan.
- **C) the coursebook decides every activity in the lesson** — Darslikka to'liq bog'liqlik — o'qituvchi o'zi asosli tanlov qilmayapti.

Maslahat

Principled = aims + learners' needs + context asosida; unprincipled = random, «a bit of everything». Variantda «random» yoki «without a clear reason» bo'lsa, bu unprincipled tomoni.

Manba va asos

1. Mellow, J. D. Toward principled eclecticism in language teaching: the two-dimensional model and the centring principle. TESL-EJ, 5(4), 2002

Manbadagi qoida: Mellow (2002) principled eclecticism'ni tasodifiy, tizimsiz aralashtirishdan ajratadi: usullar aniq tamoyil va maqsad asosida tanlanishi kerak.

Javob asosi: D varianti (tanlov maqsad va o'quvchi ehtiyojiga asoslangan) principled eclecticism'ga mos; A esa aynan tanqid qilinadigan tasodifiy aralashtirish.

1.9 IMTIHONDA TUSHGAN

To'g'ri javob: D

APPROACHES: TBLT VS STRUCTURAL APPROACH

Which statement best compares TBLT with the Structural Approach?

A Both present grammar first and then practise it through drills

B The Structural Approach uses real-life tasks; TBLT uses translation

C TBLT avoids speaking; the Structural Approach is based on free talk

D **TBLT centres on meaningful tasks; the Structural Approach on graded patterns** ✔

Qoida va izoh

Structural Approach (Palmer, Hornby bilan bog'liq; Audio-lingual Method asosida ham yotadi) tilni grammatik strukturalar tizimi deb biladi. Ustoz gap qoliplarini oddiydan murakkabga qarab tanlaydi va tartiblaydi, taqdim etadi va drill hamda nazoratli mashqlar bilan mustahkamlaydi — avval aniqlik va shakl. TBLT (Prabhu, Willis, Ellis, Nunan) esa avval ma'noni qo'yadi: o'quvchilar aniq, tildan tashqari natijaga ega vazifani (sayohat rejalashtirish, xona band qilish) o'z til resurslari bilan bajaradi. Shaklga e'tibor odatda vazifadan keyin.

Nega boshqalari noto'g'ri

- **A) Both present grammar first and then practise it through drills** — Bu faqat Structural Approach (va PPP) ga xos; TBLT grammatika taqdimotidan boshlanmaydi.
- **B) The Structural Approach uses real-life tasks; TBLT uses translation** — Ikkala yarmi ham xato: real hayotiy vazifalar TBLT'ga, tarjima esa Grammar-Translation Method'ga tegishli.

- **C) TBLT avoids speaking; the Structural Approach is based on free talk** — Haqiqat buning teskarisiga yaqin: TBLT muloqotga tayanadi, Structural Approach esa nutqni drill orqali nazorat qiladi.

Maslahat

Structural = shakl → ma'no, avval aniqlik, darajalangan strukturalar, drill. TBLT = ma'no → shakl, avval ravonlik, natijali vazifalar, til tahlili vazifadan keyin.

Manba va asos

1. Richards, J. C., Rodgers, T. S. Approaches and Methods in Language Teaching. 3-nashr. Cambridge University Press, 2014 — 3-bob «The Oral Approach and Situational Language Teaching», 44-bet
2. Richards, J. C., Rodgers, T. S. Approaches and Methods in Language Teaching. 3-nashr. Cambridge University Press, 2014 — 9-bob «Task-Based Language Teaching»
3. Willis, J. A Framework for Task-Based Learning. Longman, 1996

Manbadagi qoida: Richards va Rodgers: structural / situational yondashuvda strukturalar tanlanadi, darajalanadi va nazoratli mashq bilan o'rgatiladi; TBLT'da esa vazifa (task) rejalashtirish va o'qitishning asosiy birligi.

Javob asosi: D — TBLT vazifaga, Structural Approach darajalangan qoliplarga tayanadi.

1.10 IMTIHONDA TUSHGAN

To'g'ri javob: A

APPROACHES: STRUCTURAL APPROACH

In the Structural Approach, language is mainly seen as ...

A	**a system of grammatical patterns learned in a graded order**	✔
B	a tool for completing real-world tasks and outcomes	
C	a set of written rules to be learned through translation	
D	a means of personal expression where accuracy is unimportant	

Qoida va izoh

Structural Approach tilga strukturaviy qarashga asoslanadi: til — ma'no ifodalash uchun o'zaro bog'liq elementlar (tovushlar, so'zlar, gap qoliplari) tizimi. O'rganish — bu strukturalarni birma-bir egallash. Shuning uchun o'qitish qoliplarni puxta tanlash va darajalash (oddiydan murakkabga), substitution table'lar, og'zaki drill va aniqlikka urg'u berilgan nazoratli mashqlardan iborat.

Nega boshqalari noto'g'ri

- **B) a tool for completing real-world tasks and outcomes** — Bu TBLT ortidagi qarash (tilga funksional, interaktiv qarash).
- **C) a set of written rules to be learned through translation** — Bu Grammar-Translation Method ta'rifi.

- **D) a means of personal expression where accuracy is unimportant** — Hech bir asosiy yondashuv aniqlik muhim emas demaydi; Structural Approach esa aniqlikka juda katta urg'u beradi.

Maslahat

Richards va Rodgers tilga uch xil qarashni ajratadi: structural (til — strukturalar tizimi), functional (til — ma'no va funksiyalarni ifodalash vositasi, CLT asosi), interactional (til — munosabat qurish va birga ish bajarish vositasi, TBLT bilan bog'liq).

Manba va asos

1. Richards, J. C., Rodgers, T. S. Approaches and Methods in Language Teaching. 3-nashr. Cambridge University Press, 2014 — 2-bob «The nature of approaches and methods in language teaching», 20-bet
2. Richards, J. C., Rodgers, T. S. Approaches and Methods in Language Teaching. 3-nashr. Cambridge University Press, 2014 — 3-bob «The Oral Approach and Situational Language Teaching», 44-bet

Manbadagi qoida: Richards va Rodgers tilga uch qarashni ajratadi: structural, functional, interactional. Structural qarashda til — ma'no ifodalovchi, strukturaviy bog'liq elementlar tizimi.

Javob asosi: A — darajalangan grammatik qoliplar tizimi: structural qarash.

1.11 IMTIHONDA TUSHGAN

To'g'ri javob: C

APPROACHES: GRAMMAR-TRANSLATION METHOD

Which feature is typical of the Grammar-Translation Method?

A	Learners complete real-life tasks in pairs and groups	
B	Learners repeat dialogues and drill patterns orally	
C	**Learners translate texts and learn rules deductively**	✔
D	The teacher uses only the target language and mime	

Qoida va izoh

Grammar-Translation Method o'qish va yozishga, ayniqsa badiiy matnlarga e'tibor beradi. O'quvchilar gap va matnlarni L1 va L2 o'rtasida tarjima qiladi, so'z ro'yxatlarini yodlaydi va grammatikani deduktiv o'rganadi (avval qoida tushuntiriladi, keyin qo'llanadi). Dars asosan ona tilida o'tadi, aniqlik juda muhim, gapirish mashqi deyarli yo'q.

Nega boshqalari noto'g'ri

- **A) Learners complete real-life tasks in pairs and groups** — Bu TBLT va CLT'ga tegishli.

- **B) Learners repeat dialogues and drill patterns orally** — Bu Audio-lingual Method'ga xos.
- **D) The teacher uses only the target language and mime** — Bu Direct Method — u GTM'ga qarshi reaksiya sifatida tarjimani taqiqlagan.

Maslahat

Har metodni asosiy belgisi bilan bog'lang: GTM = tarjima + deduktiv qoida + o'qish/yozish; Direct Method = faqat L2, tarjimasiz; ALM = drill va odat hosil qilish; CLT = muloqot; TBLT = natijali vazifalar; TPR = buyruqlar va jismoniy harakat.

Manba va asos

1. Richards, J. C., Rodgers, T. S. Approaches and Methods in Language Teaching. 3-nashr. Cambridge University Press, 2014 — 1-bob «A brief history of early developments in language teaching», 3-bet
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «Grammar Translation method» maqolasi

Manbadagi qoida: Richards va Rodgers: GTM — o'qish va yozishga e'tibor, tarjima, deduktiv grammatika, ona tili o'qitish vositasi. Glossary: o'quvchilar grammatikani o'rganadi va so'z hamda matnlarni ona tiliga tarjima qiladi.

Javob asosi: C — tarjima va deduktiv qoida: GTM belgisi.

1.12 IMTIHONDA TUSHGAN

To'g'ri javob: B

APPROACHES: TBLT (REAL-LIFE TASKS)

At the end of a TBLT course, a learner can phone a hotel reception independently and book a room. This shows that TBLT mainly aims to ...

A help learners memorise grammar rules accurately

B **develop learners' ability to perform real-life tasks** ✔

C train learners to translate texts word for word

D improve learners' pronunciation through repetition drills

Qoida va izoh

TBLT o'quvchilarni til yordamida real ishlarni bajarishga tayyorlaydi. Long bunday target task'larni «kundalik hayotda odamlar qiladigan ishlar» deb atagan: mehmonxonada xona band qilish, chipta sotib olish, anketa to'ldirish, yo'l so'rash. Muvaffaqiyat natija bilan o'lchanadi (xona band qilindimi?), o'quvchi nechta qoidani aytib bera olishi bilan emas. Mehmonxonaga mustaqil qo'ng'iroq qilib xona band qila olgan o'quvchi aynan shu maqsadga erishgan.

Nega boshqalari noto'g'ri

- **A) help learners memorise grammar rules accurately** — Bu GTM kabi qoidaga asoslangan metodlar maqsadi. TBLT'da grammatika vazifaga xizmat qiladi, maqsadning o'zi emas.
- **C) train learners to translate texts word for word** — Bu Grammar-Translation Method.
- **D) improve learners' pronunciation through repetition drills** — Bu Audio-lingual Method'ga xos.

Maslahat

Nunan real-world (target) task'larni pedagogical task'lardan (ularning sinfdagi variantlari) ajratadi. Ellis bo'yicha task mezonlari: (1) asosiy e'tibor ma'noga; (2) bo'shliq bor (information, opinion yoki reasoning gap); (3) o'quvchi o'z til resurslaridan foydalanadi; (4) aniq, tildan tashqari natija bor.

Manba va asos

1. Long, M. A role for instruction in second language acquisition. In: Hyltenstam, K., Pienemann, M. (eds.) Modelling and Assessing Second Language Acquisition. Multilingual Matters, 1985 — 89-bet
2. Nunan, D. Task-Based Language Teaching. Cambridge University Press, 2004
3. Ellis, R. Task-based language teaching: sorting out the misunderstandings. International Journal of Applied Linguistics, 19(3), 2009, 221–246-betlar
4. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «task-based learning (TBL)» maqolasi

Manbadagi qoida: Long (1985): task — odamlar kundalik hayotda qiladigan ko'plab ishlar (xona band qilish, chipta sotib olish va h.k.). Ellis (2009): task'ning 4 mezoni — ma'noga e'tibor, bo'shliq, o'z til resurslari, aniq natija. Glossary: TBL — o'quvchilarga natijasi erishiladigan vazifa beriladi.

Javob asosi: Mehmonxonaga qo'ng'iroq qilib xona band qilish — real hayotiy vazifa (B).

1.13 IMTIHONDA TUSHGAN

To'g'ri javob: D

APPROACHES: TBLT FRAMEWORK (WILLIS)

In Jane Willis's TBLT framework, when does the explicit focus on language form usually happen?

A	before the task, as a presentation of new rules	
B	only in the pre-task instructions given by the teacher	
C	never, because form is not taught at all in TBLT	
D	**after the task cycle, in the language focus stage**	✔

Qoida va izoh

Willis (1996) TBLT darsini uch bosqichda tashkil qiladi: (1) pre-task — mavzu va vazifa bilan tanishtirish; (2) task cycle — task → planning → report; (3) language focus — vazifada chiqqan tilni tahlil qilish va mashq qilish. Demak shaklga ochiq e'tibor o'quvchilar tilni ma'no uchun ishlatib bo'lgach keladi. Bu PPP'dan asosiy farq — PPP'da shakl taqdimoti birinchi keladi.

Nega boshqalari noto'g'ri

- **A) before the task, as a presentation of new rules** — Bu PPP (Presentation – Practice – Production) tavsifi, TBLT emas.
- **B) only in the pre-task instructions given by the teacher** — Pre-task mavzuni tanishtiradi va foydali so'zlarni ko'rsatishi mumkin, lekin shaklga asosiy e'tibor bu yerda emas.
- **C) never, because form is not taught at all in TBLT** — TBLT'da shakl O'RGATILADI — language focus bosqichida. TBLT grammatikaning borligini emas, o'rnini (tartibini) o'zgartiradi.

Maslahat

Dars shakllarini solishtiring: PPP = shakl → mashq → qo'llash; TTT (test-teach-test) = qo'llash → o'rgatish → yana qo'llash; TBLT (Willis) = pre-task → task → planning → report → language focus. TBLT'ni ba'zan «deep-end» yondashuv deyishadi, chunki o'quvchilar to'g'ridan-to'g'ri vazifadan boshlaydi.

Manba va asos

1. Willis, J. A Framework for Task-Based Learning. Longman, 1996
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «task-based learning (TBL)» maqolasi
3. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 15-unit «Approaches to language teaching», 83-bet

Manbadagi qoida: Willis (1996) TBL framework'i: pre-task → task cycle (task, planning, report) → language focus (analysis, practice). Shaklga ochiq e'tibor oxirgi bosqichda.

Javob asosi: D — language focus task cycle'dan keyin keladi.

1.14 IMTIHONDA TUSHGAN

To'g'ri javob: B

TEACHER ROLES: PLANNER

Which action shows the teacher acting as a PLANNER?

A	Walking round and listening to pairs during a speaking task	
B	**Deciding the lesson aims, stages and materials in advance**	✔
C	Giving learners marks and feedback on their written work	
D	Grouping learners and keeping to time limits in class	

Qoida va izoh

Planner rolidagi ustoz asosan DARSDAN OLDIN ishlaydi: maqsadlarni belgilaydi, bosqichlarni tanlab tartiblaydi, materiallarni tanlaydi yoki moslashtiradi, interaction pattern va vaqtni rejalashtiradi, ehtimoliy muammolar va yechimlarni oldindan o'ylaydi. TKT Module 3 da bu «planning and preparing a lesson» qismiga kiradi.

Nega boshqalari noto'g'ri

- **A) Walking round and listening to pairs during a speaking task** — Bu monitor roli — faoliyat davomida o'quvchilarni kuzatish va tinglash.
- **C) Giving learners marks and feedback on their written work** — Bu assessor roli — o'quvchilar ishini baholash.
- **D) Grouping learners and keeping to time limits in class** — Bu manager (organiser) roli — dars davomida sinfni boshqarish.

Maslahat

TKT ustoz rollarini bittadan harakat bilan yodlang: planner (darsni tayyorlaydi), manager / organiser (faoliyat, guruh, vaqt), monitor (kuzatadi, tinglaydi), facilitator (mustaqil o'rganishga yordam beradi), prompter (qiynalganda ishora beradi), assessor (baholaydi), resource (til haqidagi savollarga javob beradi), diagnostician (muammo va ehtiyojlarni aniqlaydi). Rol QACHON bajarilishiga qarang: planner = darsdan oldin.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «teacher role», «monitor» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 30-unit «Teacher roles», 199-bet

Manbadagi qoida: Glossary: teacher role — ustozning sinfdagi turli vazifalari (assessor, manager, monitor, facilitator va b.); sinfdan tashqari vazifalar qatorida darsni rejalashtirish va material tanlash ham bor; monitor — o'quvchilar ishlayotganda ularni kuzatish va tinglash.

Javob asosi: Maqsad, bosqich va materialni oldindan belgilash — planner (B); A — monitor.

1.15 IMTIHONDA TUSHGAN

To'g'ri javob: C

TEACHER ROLES: PLANNER

Before the lesson, a teacher predicts that learners may confuse 'for' and 'since' and prepares a timeline to help them. Which teacher role is this?

A monitor

B prompter

C **planner** ✔

D assessor

Qoida va izoh

Qiyinchiliklarni oldindan ko'rish va yechimni tayyorlab qo'yish — dars rejalashtirishning muhim qismi. TKT dars rejasida «anticipated problems and possible solutions» degan alohida bo'lim bor. Ustoz buni darsdan OLDIN qilyapti (for/since chalkashligini oldindan ko'rib, timeline tayyorlayapti) — demak bu planner roli.

Nega boshqalari noto'g'ri

- **A) monitor** — Monitoring faoliyat davomida, ustoz o'quvchilarni tinglab kuzatganda bo'ladi; sinfda hali hech narsa bo'lmayapti.
- **B) prompter** — Prompter sinfda o'quvchi qiynalib qolganda rag'batlantiradi yoki ishora beradi; tayyorgarlikka aloqasi yo'q.
- **D) assessor** — Assessor o'quvchilar til ishlatib bo'lgach ularning natijasini baholaydi, ball yoki fikr beradi.

Maslahat

Planner kalit so'zlari: before the lesson, decides, prepares, selects, anticipates, predicts problems, sets aims, sequences stages. Sinfdagi rollar kalit so'zlari: during the activity (monitor), stuck (prompter), marks / evaluates (assessor).

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «anticipate problems» maqolasi
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 20-unit «Identifying the different components of a lesson plan», 133-bet

Manbadagi qoida: Glossary: anticipate problems — dars rejalashtirilayotganda ustoz o'quvchilarga nima qiyin bo'lishini oldindan o'ylaydi. Dars rejasining komponentlari orasida ehtimoliy muammolar va yechimlar bo'limi bor.

Javob asosi: For/since chalkashligini oldindan ko'rib timeline tayyorlash — planner (C).

1.16 IMTIHONDA TUSHGAN

To'g'ri javob: A

GUIDED DISCOVERY

In guided discovery, the teacher ...

A	**guides learners to work out the rule from examples**	✔
B	explains the rule first and then gives practice	
C	asks learners to translate example sentences into L1	
D	lets learners find rules alone with no help or materials	

Qoida va izoh

Guided discovery — induktiv texnika. Ustoz o'quvchilarga til misollarini (ko'pincha matn yoki kontekst ichida) va yo'naltiruvchi savol yoki topshiriqlarni beradi. O'quvchilar qolipni payqab, qoidani (shakl, ma'no, qo'llanish) o'zlari chiqaradi, so'ng ustoz tekshirib tasdiqlaydi. Qoidani faol kashf qilgani uchun o'quvchi uni chuqurroq tushunadi va yaxshiroq eslab qoladi; bu learner autonomy'ni ham rivojlantiradi.

Nega boshqalari noto'g'ri

- **B) explains the rule first and then gives practice** — Bu deduktiv yondashuv (qoida → misol → mashq), odatiy PPP taqdimotidagidek — kashfiyotning aksi.
- **C) asks learners to translate example sentences into L1** — Tarjima Grammar-Translation Method'ga tegishli, guided discovery'ga emas.
- **D) lets learners find rules alone with no help or materials** — O'quvchilarga misol va yordam kerak. Yo'naltiruvchi savollarsiz bu unguided (pure) discovery bo'ladi — boshqa texnika.

Maslahat

Induktiv = misollar → qoida (o'quvchi kashf qiladi). Deduktiv = qoida → misollar (ustoz tushuntiradi). Guided discovery = induktiv + savollar orqali ustoz yo'l-yo'rig'i. TKT'da «language discovery» atamasi ham ishlatiladi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «guided discovery» maqolasi
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 15-unit «Approaches to language teaching», 83-bet

Manbadagi qoida: Glossary ta'rifi: guided discovery — ustoz maqsadli tilning misollarini beradi va o'quvchilarni til qoidalarini o'zlari topib chiqishga yo'naltiradi.

Javob asosi: A — misollar orqali qoidani o'quvchiga o'zi topdirish.

1.17 IMTIHONDA TUSHGAN

To'g'ri javob: C

GUIDED DISCOVERY

Which sequence best describes a guided discovery activity?

A	Teacher states the rule → learners drill it → learners do free practice	
B	Learners translate a text → memorise the rules → write a grammar test	
C	**Learners study examples → answer guiding questions → state the rule**	✔
D	Learners do a task → report back → teacher never mentions the form	

Qoida va izoh

Tipik guided discovery ketma-ketligi: (1) o'quvchilar maqsadli tilni misollar yoki qisqa matnda uchratadi; (2) yo'naltiruvchi savollarga javob beradi («Qaysi gap tugagan vaqt haqida? Qaysi fe'l shakli ishlatilgan?»); (3) qoidani o'zlari ifodalaydi; (4) ustoz tekshiradi, keyin mashq keladi. Discovery'ni «guided» qiladigan narsa — aynan yo'naltiruvchi savollar.

Nega boshqalari noto'g'ri

- **A) Teacher states the rule → learners drill it → learners do free practice** — Bu deduktiv PPP ketma-ketligi — qoidani ustoz beradi.
- **B) Learners translate a text → memorise the rules → write a grammar test** — Bu Grammar-Translation ketma-ketligi.
- **D) Learners do a task → report back → teacher never mentions the form** — Bu language focus'siz TBLT tsikliga o'xshaydi; qoidani kashf qilish yo'q.

Maslahat

«Avval misollar, keyin qoida» tartibini va notice, work out, find the rule, guiding / concept questions so'zlarini izlang. Ustoz qoidani boshida bersa — bu guided discovery emas.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «guided discovery», «concept question» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 15-unit «Approaches to language teaching», 83-bet

Manbadagi qoida: Glossary ta'rifi: guided discovery — ustoz maqsadli tilning misollarini beradi va o'quvchilarni til qoidalarini o'zlari topib chiqishga yo'naltiradi. Concept question — o'quvchi ma'noni tushunganini tekshirish uchun beriladigan savol.

Javob asosi: C — misollar → yo'naltiruvchi savollar → qoidani o'quvchi o'zi ifodalaydi.

1.18 IMTIHONDA TUSHGAN

To'g'ri javob: B

GUIDED DISCOVERY

Which is the main ADVANTAGE of guided discovery?

A It is always the quickest way to present grammar

B **Learners understand and remember the rule better** ✔

C Learners never make mistakes during the activity

D The teacher does not need to prepare any materials

Qoida va izoh

Guided discovery'da o'quvchilar qoidani misollardan o'zlari chiqaradi. Ular til haqida faol o'ylaydi, qoliplarni payqaydi va farazlar tuzadi, shuning uchun qoida chuqurroq qayta ishlanadi — natijada shunchaki aytib berilgan qoidadan ko'ra yaxshiroq tushuniladi va uzoqroq eslab qolinadi. Guided discovery learner autonomy va «payqash» (noticing) ko'nikmasini ham rivojlantiradi.

Nega boshqalari noto'g'ri

- **A) It is always the quickest way to present grammar** — Teskarisi to'g'ri: guided discovery odatda ustozning qisqa tushuntirishidan KO'PROQ vaqt oladi.
- **C) Learners never make mistakes during the activity** — O'quvchilar noto'g'ri faraz tuzishi mumkin — shuning uchun ustoz keyin qoidani tekshirib tasdiqlaydi.
- **D) The teacher does not need to prepare any materials** — Guided discovery puxta tayyorgarlik talab qiladi: yaxshi tanlangan misollar, kontekst va yaxshi yo'naltiruvchi savollar.

Maslahat

Afzalliklari: chuqur qayta ishlash, yaxshi eslab qolish, learner autonomy, faol ishtirok. Kamchiliklari: ko'p vaqt oladi, o'quvchilar noto'g'ri qoida chiqarishi mumkin, juda murakkab qoidalar yoki faqat deduktiv o'qitishga o'rgangan o'quvchilar uchun ideal emas.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «guided discovery» maqolasi
2. Scrivener, J. Learning Teaching. 3-nashr. Macmillan, 2011

Manbadagi qoida: Glossary ta'rifi: guided discovery — ustoz maqsadli tilning misollarini beradi va o'quvchilarni til qoidalarini o'zlari topib chiqishga yo'naltiradi. Scrivener (2011) guided discovery'ni o'quvchilarning faol fikrlashini talab qiladigan, ammo ko'proq vaqt oladigan texnika sifatida tahlil qiladi.

Javob asosi: Qoidani o'zi kashf qilgan o'quvchi uni yaxshiroq tushunadi va eslab qoladi (B).

1.19 IMTIHONDA TUSHGAN

To'g'ri javob: A

GUIDED DISCOVERY

In a guided discovery activity, learners read: 'I used to play football, but now I play tennis.' The teacher asks: 'Does the speaker play football now?' The purpose of this question is to ...

A	**help learners work out the meaning of 'used to'**	✔
B	test learners' pronunciation of 'used to'	
C	check whether learners can translate the sentence	
D	give learners free speaking practice	

Qoida va izoh

Bu yo'naltiruvchi (concept) savol. U qoidani aytmaydi — o'quvchini ma'noni o'zi payqashga olib boradi: «No» javobi «used to» endi to'g'ri bo'lmagan o'tmishdagi odatni bildirishini ko'rsatadi. Guided discovery aynan shunday ishlaydi: misollar + yo'naltiruvchi savollar → o'quvchilar ma'no va shaklni chiqaradi → ustoz tasdiqlaydi.

Nega boshqalari noto'g'ri

- **B) test learners' pronunciation of 'used to'** — Savol tovush haqida emas, ma'no haqida. Talaffuz (/juːstə/) alohida mashq qilinadi.
- **C) check whether learners can translate the sentence** — Savol ingliz tilida va ma'no haqida; tarjima yo'q.
- **D) give learners free speaking practice** — Savolning qisqa, nazoratli javobi bor (Yes/No). Bu kashfiyot bosqichining qismi, erkin mashq emas.

Maslahat

Yaxshi yo'naltiruvchi savollar qisqa, oddiy va ma'noning bitta asosiy nuqtasiga qaratilgan bo'ladi: «Is it finished?», «Is it a habit or one action?», «Does he do it now?». Ko'pincha Yes/No javobli. O'quvchi qoidani hali bilmasdan ham ularga javob bera olishi kerak.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «guided discovery», «concept question» maqolalari

Manbadagi qoida: Glossary ta'rifi: guided discovery — ustoz maqsadli tilning misollarini beradi va o'quvchilarni til qoidalarini o'zlari topib chiqishga yo'naltiradi. Concept question — o'quvchi ma'noni tushunganini tekshiradigan savol.

Javob asosi: «Does the speaker play football now?» — used to ma'nosini topdiradigan yo'naltiruvchi savol (A).

1.20 IMTIHONDA TUSHGAN

To'g'ri javob: C

GUIDED DISCOVERY

Which is a possible DISADVANTAGE of guided discovery?

A It makes learners completely dependent on the teacher

B It can only be used for teaching pronunciation

C **It can take more class time than explaining a rule** ✔

D It stops learners from thinking about language

Qoida va izoh

Guided discovery odatda to'g'ridan-to'g'ri tushuntirishdan ko'proq dars vaqtini oladi. O'quvchilar misollarni o'rganishi, savollarga javob berishi, muhokama qilishi va g'oyalarini sinashi kerak, keyin ustoz qoidani tekshirib tuzatishi kerak. Oddiy mavzular uchun yoki vaqt kam bo'lganda deduktiv tushuntirish samaraliroq bo'lishi mumkin. Boshqa ehtimoliy kamchiliklar: o'quvchilar noto'g'ri qoida chiqarishi mumkin, an'anaviy o'qitishga o'rgangan ba'zi o'quvchilar avval aniq tushuntirish bo'lmasa noqulay his qiladi.

Nega boshqalari noto'g'ri

- **A) It makes learners completely dependent on the teacher** — Teskarisi: guided discovery learner autonomy va mustaqillikni rivojlantirish uchun mo'ljallangan.
- **B) It can only be used for teaching pronunciation** — U grammatika, leksika, discourse belgilari, talaffuz va boshqalar uchun ishlatiladi.
- **D) It stops learners from thinking about language** — Yana teskarisi: uning asosiy maqsadi — o'quvchini til haqida faol o'ylashga majbur qilish.

Maslahat

TKT'da texnikalar haqidagi savollar ko'pincha afzallik yoki kamchilikni so'raydi. Noto'g'ri variantlar odatda texnikaning haqiqiy ta'sirining AKSINI tasvirlaydi (masalan, mustaqillikni rivojlantiradigan texnika uchun «makes learners dependent»). Kalit so'zni (advantage / disadvantage) ikki marta o'qing.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «guided discovery» maqolasi
2. Scrivener, J. Learning Teaching. 3-nashr. Macmillan, 2011

Manbadagi qoida: Glossary ta'rifi: guided discovery — ustoz maqsadli tilning misollarini beradi va o'quvchilarni til qoidalarini o'zlari topib chiqishga yo'naltiradi. Scrivener (2011): bu yondashuv o'quvchilarga faol ish beradi, lekin to'g'ridan-to'g'ri tushuntirishdan ko'proq vaqt talab qiladi.

Javob asosi: C — ko'proq dars vaqti talab qilishi.

1.21 IMTIHONDA TUSHGAN

To'g'ri javob: B

ERROR TYPES: SLIPS AND ERRORS

A learner says 'She go to school by bus', then immediately corrects herself: 'Sorry, she goes.' In TKT terms, this is ...

A an error

B **a slip** ✔

C fossilisation

D L1 interference

Qoida va izoh

TKT'da slip — o'quvchi to'g'ri shaklni BILADI, lekin charchoq, hayajon, shoshilish tufayli xato qiladi. Asosiy belgi — self-correction: o'quvchi xatosini o'zi payqab, darrov tuzatdi. Demak third-person -s uning bilimida bor — bu performance xatosi. Corder (1967) buni «mistake» deb, «error» dan ajratgan.

Nega boshqalari noto'g'ri

- **A) an error** — Error — o'quvchi to'g'ri shaklni hali BILMAYDI (competence'dagi bo'shliq), shuning uchun o'zi tuzata olmaydi. Bu yerda tuzatdi.
- **C) fossilisation** — Tuzatishga qaramay qoladigan doimiy xato; darrov tuzatilgan bir martalik xato buning aksi.
- **D) L1 interference** — Ona tili qoidasini ko'chirishdan kelib chiqqan xato; bu yerda bunga ishora yo'q.

Maslahat

«O'quvchi o'zi tuzata oladimi?» deb so'rang. Ha → slip (mistake, performance). Yo'q → error (competence). Slip'larga ko'pincha qisqa ishora yetarli yoki umuman tuzatilmaydi; error'lar o'rgatishni talab qiladi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «slip», «error» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 11-unit «The role of error», 62-bet
3. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 29-unit «Categorising learners' mistakes», 194-bet
4. Corder, S. P. The significance of learners' errors. IRAL, 5(4), 1967, 161–170-betlar

Manbadagi qoida: Glossary: slip — o'quvchi til xatosi qiladi, lekin o'zi tuzata oladi; error — o'z darajasidan yuqori narsani aytmoqchi bo'lganda qilinadigan xato. Corder (1967): mistake (performance) va error (competence) farqi.

Javob asosi: O'quvchi xatoni darrov o'zi tuzatdi — slip (B).

1.22 IMTIHONDA TUSHGAN

To'g'ri javob: D

ERROR TYPES: SLIPS AND ERRORS

Which statement correctly distinguishes an error from a slip?

A An error is made only in writing; a slip only in speaking

B An error is caused by tiredness; a slip by not knowing the rule

C An error never needs correction; a slip always does

D **An error shows a gap in knowledge; a slip can be self-corrected** ✔

Qoida va izoh

Error o'quvchi hali bilmagan narsadan kelib chiqadi (competence): odatda tizimli — qayta-qayta takrorlanadi va o'quvchi uni o'zi tuzata olmaydi. Slip esa performance'dan (charchoq, bosim, e'tiborsizlik): o'quvchi to'g'ri shaklni biladi va payqasa yoki ustoz ishora qilsa, tuzatadi.

Nega boshqalari noto'g'ri

- **A) An error is made only in writing; a slip only in speaking** — Error ham, slip ham og'zaki va yozma nutqda uchraydi; farq — bilimda, ko'nikmada emas.
- **B) An error is caused by tiredness; a slip by not knowing the rule** — Ta'riflar teskari qo'yilgan: charchoq slip'ga, bilim yetishmasligi error'ga sabab bo'ladi.
- **C) An error never needs correction; a slip always does** — Amalda teskarisi: error'lar odatda e'tibor va o'rgatishni talab qiladi, slip'lar esa ko'pincha tuzatishsiz qoladi.

Maslahat

Juftliklarni yodlang: error = competence = systematic = o'zi tuzata olmaydi; slip (mistake) = performance = random = o'zi tuzata oladi. TKT bu juftliklarni teskari qo'yib chalg'itadi — variantning ikkala yarmini ham o'qing.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «slip», «error» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 11-unit «The role of error», 62-bet
3. Corder, S. P. The significance of learners' errors. IRAL, 5(4), 1967, 161–170-betlar

Manbadagi qoida: Glossary va Corder (1967): error — bilimdagi bo'shliqdan (competence), slip / mistake — performance'dan; slip'ni o'quvchi o'zi tuzata oladi.

Javob asosi: D varianti shu farqni to'g'ri beradi; B esa ta'riflarni teskari qo'ygan.

1.23 IMTIHONDA TUSHGAN

To'g'ri javob: C

ERROR TYPES: SOURCES OF ERRORS

A young learner says 'I goed to the zoo and saw two sheeps.' These mistakes are mainly caused by ...

A interference from the L1

B a slip of the tongue

C **overgeneralisation** ✔

D fossilisation

Qoida va izoh

O'quvchi ikkita muntazam qoidani (o'tgan zamon -ed va ko'plik -s) o'rgangan va ularni istisno so'zlarga ham qo'llayapti: «went» o'rniga «goed», «sheep» o'rniga «sheeps». Bu overgeneralisation — qoidani u ishlamaydigan joyda ham qo'llash. Bular developmental xatolar: ingliz tilini ona tili sifatida o'rganayotgan bolalar ham aynan shunday xato qiladi. Bu o'quvchi grammatik tizimni faol qurayotganining ijobiy belgisi.

Nega boshqalari noto'g'ri

- **A) interference from the L1** — Bu shakllar ona tilidan emas, ingliz tili qoidasining ortiqcha keng qo'llanishidan kelgan (intralingual, interlingual emas).
- **B) a slip of the tongue** — Shakllar tasodifiy emas, tizimli va mantiqiy; o'quvchi noto'g'ri fe'l shakllarini hali bilmaydi, o'zi tuzata olmaydi.
- **D) fossilisation** — Uzoq yillik doimiy xato; yosh o'quvchining developmental xatolari o'rganish davomida odatda yo'qoladi.

Maslahat

Tipik overgeneralisation xatolari: goed, buyed, childs, mouses, «He can swims». Atamalar: intralingual / developmental error = overgeneralisation; interlingual error = L1 interference.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «over-application of the rule / overgeneralisation», «developmental error» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 11-unit «The role of error», 62-bet

Manbadagi qoida: Glossary: overgeneralisation — o'rganilgan grammatik qoidani kerak bo'lmagan joyda ham qo'llash; developmental error — bola ham qila oladigan xato.

Javob asosi: «goed», «sheeps» — -ed va -s qoidalarining istisnolarga qo'llanishi — overgeneralisation (C).

1.24 IMTIHONDA TUSHGAN

To'g'ri javob: A

ERROR TYPES: SOURCES OF ERRORS

A learner whose first language has no articles regularly says 'My brother is engineer.' This error is mainly caused by ...

A	**L1 interference**	✔
B	overgeneralisation	
C	a slip	
D	a developmental error	

Qoida va izoh

O'quvchining ona tilida artikl yo'q, shuning uchun u ingliz tilida «an» ni tashlab ketadi. Bu L1 interference (negative transfer, interlingual error): ona tilidagi qoida yoki qolip yangi tilga, mos kelmaydigan joyga ko'chiriladi. Savoldagi ishora — o'quvchining birinchi tili va unda nima yo'qligi haqidagi gap.

Nega boshqalari noto'g'ri

- **B) overgeneralisation** — Ingliz tili qoidasini ortiqcha keng qo'llash (goed); artiklni tashlab ketish ingliz qoidasidan kelib chiqmaydi.
- **C) a slip** — O'quvchi buni «regularly» aytadi — demak tizimli, bir martalik performance xatosi emas.
- **D) a developmental error** — Developmental (intralingual) xatolar ingliz tilining o'zini o'rganish jarayonidan kelib chiqadi; bu yerda sabab aniq — L1.

Maslahat

Savolda first language, mother tongue yoki L1 tilga olinsa — javob deyarli doim interference / negative transfer. Boshqa tipik interference xatolari: artiklning tushib qolishi, «be» ning tushib qolishi («He teacher»), ona tilidan ko'chirilgan so'z tartibi, talaffuzda /w/–/v/ almashinuvi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «interference» maqolasi
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 11-unit «The role of error», 62-bet
3. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 12-unit «Differences between L1 and L2 learning», 67-bet

Manbadagi qoida: Glossary: interference — o'quvchining ona tili maqsad tildagi nutqiga ta'sir qilishi.

Javob asosi: Ona tilida artikl yo'qligi sababli artikl tushib qolgan — L1 interference (A).

1.25 IMTIHONDA TUSHGAN

To'g'ri javob: C

ERROR TYPES: GLOBAL AND LOCAL ERRORS

Which sentence contains a GLOBAL error, one that makes the meaning of the whole sentence unclear?

A She have two brothers and a sister.

B I bought three apple at the market.

C **The English language use many people.** ✔

D He is more taller than his brother.

Qoida va izoh

Burt va Kiparsky xatolarni global va local'ga bo'lgan. Global error gapning umumiy tuzilishiga (so'z tartibi, bog'lovchilar, gap qurilishi) ta'sir qiladi va butun xabar noto'g'ri tushunilishi mumkin. «The English language use many people» da aytilmoqchi bo'lgan ma'no — «Many people use the English language», lekin so'z tartibi tufayli go'yo til odamlarni ishlatayotgandek chiqadi. Bu global error'ning darslikdagi klassik misoli.

Nega boshqalari noto'g'ri

- **A) She have two brothers and a sister.** — Local error (subject–verb agreement): faqat bitta element xato, ma'no to'liq tushunarli.
- **B) I bought three apple at the market.** — Local error (ko'plik -s yo'q): «three» ma'noni baribir ko'rsatib turibdi.
- **D) He is more taller than his brother.** — Local error (qo'sh qiyosiy daraja: more taller): ma'no aniq.

Maslahat

Global = ma'no buziladi (so'z tartibi, bog'lovchi, gap tuzilishi). Local = bitta kichik element xato (qo'shimcha, artikl, moslashuv), xabar tushunarli. Muloqot uchun ustozlar odatda avval global xatolarni tuzatadi.

Manba va asos

1. Burt, M., Kiparsky, C. The Gooficon: A Repair Manual for English. Newbury House, 1972

Manbadagi qoida: Burt va Kiparsky: global error gapning umumiy tuzilishini (so'z tartibi, bog'lovchilar, gaplar orasidagi aloqa) buzadi va tushunishga xalaqit beradi; local error bitta elementga tegishli bo'lib, ma'noni buzmaydi. «English language use many people» — ularning global error misoli.

Javob asosi: C — so'z tartibi tufayli ma'no buzilgan global error; A, B, D — local xatolar.

1.26 IMTIHONDA TUSHGAN

To'g'ri javob: C

FUNCTIONS AND EXPONENTS

In TKT, the term 'exponent' refers to ...

A a learner's ability to understand spoken language

B the main stressed syllable in a word

C **a phrase used to express a particular language function** ✔

D a grammar rule presented before practice

Qoida va izoh

TKT'da function — tilni ishlatishdan maqsad: uzr so'rash, taklif qilish, maslahat berish, ruxsat so'rash va hokazo. Exponent — shu funksiyani ifodalash uchun ishlatiladigan aniq ibora yoki struktura. Masalan, «Would you like to come to my party?» — inviting'ning exponent'i, «Why don't we...?» — suggesting'ning exponent'i. Bitta funksiyaning ko'p exponent'i bor, bitta exponent esa kontekstga qarab turli funksiyani ifodalashi mumkin («Can you swim?» — qobiliyat haqida savol; «Can you pass the salt?» — iltimos).

Nega boshqalari noto'g'ri

- **A) a learner's ability to understand spoken language** — Bu listening ko'nikmasi (listening comprehension), exponent emas.
- **B) the main stressed syllable in a word** — Bu primary (word) stress — fonologiya atamasi.
- **D) a grammar rule presented before practice** — Bu deduktiv taqdimot, PPP'dagidek.

Maslahat

Function = NIMA UCHUN gapiramiz (maqsad). Exponent = QANDAY aytamiz (aniq so'zlar). Function va exponent'lar notional-functional syllabus (Wilkins) va CLT darsliklarining asosi. TKT'da «functional exponent» = funksiyani ifodalaydigan til.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «function», «exponent» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 4-unit «Functions», 27-bet
3. Wilkins, D. A. Notional Syllabuses. Oxford University Press, 1976

Manbadagi qoida: Glossary: function — tilni ishlatish sababi yoki maqsadi (taklif qilish, maslahat berish); exponent — grammatik nuqta, funksiya yoki leksik guruhning misoli (ifodasi). Function va exponent tushunchalari Wilkins'ning notional-functional syllabus'iga borib taqaladi.

Javob asosi: C — funksiyani ifodalovchi ibora: exponent.

1.27 IMTIHONDA TUSHGAN

To'g'ri javob: B

FUNCTIONS AND EXPONENTS

'Why don't we go to the cinema tonight?' This is an exponent of which function?

A giving advice

B **making a suggestion** ✔

C asking for permission

D expressing obligation

Qoida va izoh

«Why don't we + fe'lning bosh shakli?» — making a suggestion'ning tipik exponent'i. «We» olmoshi so'zlovchining o'zini ham qamrab oladi, demak u umumiy reja taklif qilyapti. Shu funksiyaning boshqa exponent'lari: «Let's go to the cinema», «How about / What about going to the cinema?», «Shall we go to the cinema?», «We could go to the cinema».

Nega boshqalari noto'g'ri

- **A) giving advice** — Giving advice exponent'lari: «You should...», «If I were you, I'd...», «You'd better...». «Why don't YOU...?» maslahat bo'lishi mumkin, lekin «Why don't WE...?» — umumiy taklif.
- **C) asking for permission** — Asking for permission exponent'lari: «Can / Could / May I...?», «Do you mind if I...?». So'zlovchi hech narsaga ruxsat so'ramayapti.
- **D) expressing obligation** — Expressing obligation exponent'lari: «You must...», «You have to...», «You're required to...». Bu yerda majburiyat yo'q.

Maslahat

Olmosh funksiyani qanday o'zgartirishiga e'tibor bering: «Why don't we...?» = taklif (umumiy); «Why don't you...?» = tinglovchiga taklif yoki maslahat; «Why didn't you...?» = tanqid yoki shikoyat. Funksiyani grammatika emas, kontekst va olmosh hal qiladi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «function» maqolasi
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 4-unit «Functions», 27-bet

Manbadagi qoida: Glossary: function'ga misol sifatida aynan «making a suggestion» va «giving advice» keltirilgan.

Javob asosi: «Why don't we...?» — making a suggestion exponent'i (B).

1.28 IMTIHONDA TUSHGAN

To'g'ri javob: D

FUNCTIONS AND EXPONENTS

Which exponent does NOT express the function of apologising?

A I'm terribly sorry.

B Please forgive me.

C I owe you an apology.

D **Never mind, it doesn't matter.** ✔

Qoida va izoh

«Never mind, it doesn't matter» — uzr emas. Bu uzrga JAVOB berish (uzrni qabul qilib, tinchlantirish) funksiyasining exponent'i. Qolgan uch variant — uzr so'rash usullari.

Nega boshqalari noto'g'ri

- **A) I'm terribly sorry.** — Uzr so'rashning eng keng tarqalgan exponent'i; «terribly» uni kuchaytiradi. Demak u apologising'ni ifodalaydi.
- **B) Please forgive me.** — Kechirim so'rashning to'g'ridan-to'g'ri, hissiy shakli — apologising.
- **C) I owe you an apology.** — Xato qilganini tan olib uzr so'rashning rasmiyroq usuli — apologising.

Maslahat

Funksiyalarni juft qilib yodlang: apologising («I'm sorry», «I apologise») ↔ accepting an apology («Never mind», «Don't worry about it», «That's OK»); thanking («Thanks a lot») ↔ responding to thanks («You're welcome», «Not at all»); inviting ↔ accepting / declining. «NOT» savollarida javob ko'pincha juft funksiyaning exponent'i bo'ladi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «function», «exponent» maqolalari
2. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 4-unit «Functions», 27-bet

Manbadagi qoida: Glossary: function — tilni ishlatish maqsadi; bitta funksiya (apologising) bir nechta exponent bilan ifodalanadi.

Javob asosi: «Never mind, it doesn't matter» — uzrga javob berish exponent'i, uzr so'rash emas (D).

02-BOB · 17 TA SAVOL

Pragmatika

Nega bu bob kerak

Nomzodlar «pragmatika ko'p tushdi» deyishdi. Bu bobda gazeta sarlavhalari grammatikasi, Britaniya va Amerika ingliz tili farqi, rasmiy va norasmiy nutq hamda Brown va Levinson'ning xushmuomalalik strategiyalari (bald on-record, off-record, negative politeness) bor. Har savolda «gap to'g'rimi?» emas, «bu vaziyatda o'rinlimi?» degan savol hal qilinadi.

2.1 IMTIHONDA TUSHGAN

To'g'ri javob: B

HEADLINES: TENSE IN HEADLINES

Choose the correct newspaper headline for the sentence: 'The government has passed a new law on education.'

A	Government passed new education law	
B	**Government passes new education law**	✔
C	The government passes a new law on education	
D	A government has passed the new education law	

Qoida va izoh

Gazeta sarlavhalari o'z grammatikasiga ega. Bu yerda uch qoida ishlaydi: (1) yaqinda bo'lgan yoki tugagan voqealar uchun Present Simple ishlatiladi: «has passed» → «passes» — yangilik «hozir» bo'layotgandek jonli eshitiladi; (2) artikllar (a, an, the) odatda tushiriladi; (3) uzun birikmalar qisqartiriladi, ko'pincha ot+ot shaklida: «a new law on education» → «new education law».

Nega boshqalari noto'g'ri

- **A) Government passed new education law** — Asosiy tuzoq. Voqea o'tmishda bo'lgani uchun mantiqli ko'rinadi, lekin sarlavhalar yaqindagi yangilik uchun Past Simple ishlatmaydi. Bundan tashqari, sarlavhada «passed» kabi shakl odatda passiv V3 deb o'qiladi («Man shot» = odam otildi), shuning uchun bu sarlavha chalkash.
- **C) The government passes a new law on education** — Zamon to'g'ri, lekin «the», «a» artikllari va uzun «a law on education» birikmasi saqlangan — oddiy gap, sarlavha emas.
- **D) A government has passed the new education law** — Artikllar va Present Perfect yordamchisi «has» saqlangan; sarlavhalar yordamchi fe'l va artikllarni tushiradi.

Maslahat

Sarlavha transformatsiyalari: Present Perfect / Past Simple → Present Simple (has passed → passes); kelasi zamon → to-infinitive (will visit → to visit); passiv → be'siz V3 (has been rescued → rescued); davomli → be'siz -ing (is rising → rising). Avval zamonni o'zgartiring, keyin artikl va yordamchilarni o'chiring.

Manba va asos

1. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «headlines» maqolasi

Manbadagi qoida: Swan: sarlavhalarda artikl va «be» ko'pincha tushiriladi; yaqinda bo'lgan voqealar oddiy hozirgi zamonda (Present Simple) beriladi.

Javob asosi: «has passed» → «passes», artikllar tushadi — «Government passes new education law» (B).

2.2 IMTIHONDA TUSHGAN

To'g'ri javob: C

HEADLINES: FUTURE IN HEADLINES

Choose the correct newspaper headline for the sentence: 'The Prime Minister is going to visit Japan next month.'

A	PM visited Japan next month	
B	The PM will visit the Japan	
C	**PM to visit Japan next month**	✔
D	PM is to visiting Japan	

Qoida va izoh

Sarlavhalarda kelasi zamon odatda to-infinitive bilan beriladi, «is/are» tushiriladi: «is going to visit» / «will visit» → «to visit». Unvonlar qisqartiriladi (Prime Minister → PM), artikllar tushiriladi.

Nega boshqalari noto'g'ri

- **A) PM visited Japan next month** — Past Simple kelasi zamonni bildira olmaydi, «visited» va «next month» bir-biriga zid.
- **B) The PM will visit the Japan** — Artikllar va «will» yordamchisi saqlangan — sarlavha uslubi emas. Bundan tashqari Japan kabi davlat nomlari artiklsiz: «the Japan» xato.
- **D) PM is to visiting Japan** — «To» dan keyin fe'lning bosh shakli keladi (to visit), -ing emas; «is» ham tushirilishi kerak.

Maslahat

To-infinitive = sarlavhada kelasi zamon: «Prices to rise», «Minister to resign», «School to close». -ing bilan adashtirmang — u hozir bo'layotgan jarayon: «Prices rising» = narxlar oshyapti.

Manba va asos

1. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «headlines» maqolasi

Manbadagi qoida: Swan: sarlavhalarda kelajakdagi voqealar ko'pincha to-infinitive bilan beriladi (PM to visit...).

Javob asosi: «is going to visit» → «to visit», artikl va «is» tushadi — C.

2.3 IMTIHONDA TUSHGAN

To'g'ri javob: A

HEADLINES: PASSIVE IN HEADLINES

Choose the correct newspaper headline for the sentence: 'Three climbers have been rescued from the mountain.'

A	**Three climbers rescued from mountain**	✔
B	Three climbers rescue from mountain	
C	Three climbers to rescue mountain	
D	The three climbers are rescuing from a mountain	

Qoida va izoh

Sarlavhada passiv faqat V3 (past participle) bilan beriladi, yordamchi «have been / was / were» tushiriladi: «have been rescued» → «rescued». Artikl ham tushadi («the mountain» → «mountain»). Alpinistlar hech kimni qutqarmagan — ularni qutqarishgan, shuning uchun «rescued» passiv ma'noni saqlaydi.

Nega boshqalari noto'g'ri

- **B) Three climbers rescue from mountain** — Present Simple aktiv: alpinistlar kimnidir qutqargan bo'lib chiqadi — nisbat xato.
- **C) Three climbers to rescue mountain** — To-infinitive kelajak rejani bildiradi va alpinistlar tog'ni qutqaradi degan ma'no chiqadi — ham zamon, ham ma'no xato.
- **D) The three climbers are rescuing from a mountain** — Artikl va «are» saqlangan, aktiv -ing ma'noni o'zgartiradi: alpinistlar qutqaruvchiga aylanadi.

Maslahat

Sarlavhada V3 shakli deyarli doim passiv: «Man arrested» = odam hibsga olindi; «Bridge closed» = ko'prik yopildi. Present Simple = aktiv tugallangan voqea («Police arrest man»). To-infinitive = kelajak («Bridge to close»).

Manba va asos

1. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «headlines» maqolasi

Manbadagi qoida: Swan: sarlavhalarda passiv «be»'siz past participle bilan beriladi (Three climbers rescued...).

Javob asosi: «have been rescued» → «rescued», artikl tushadi — A.

2.4 IMTIHONDA TUSHGAN

To'g'ri javob: C

BRITISH VS AMERICAN ENGLISH

Which word completes the sentence in AMERICAN English? 'I left my ___ in the locker room after basketball practice.'

A	trainers	
B	plimsolls	
C	**sneakers**	✔
D	wellies	

To'liq gap: Which word completes the sentence in AMERICAN English? 'I left my sneakers in the locker room after basketball practice.'

Qoida va izoh

Sneakers — rezina tagli yumshoq sport poyabzalining Amerika ingliz tilidagi nomi. Britaniyada xuddi shu poyabzal «trainers» deyiladi. Kontekst ham Amerikacha: «locker room» va «basketball practice» — tipik Amerika iboralari.

Nega boshqalari noto'g'ri

- **A) trainers** — O'sha poyabzalning Britaniya nomi; Amerikacha gapga mos emas.
- **B) plimsolls** — Oddiy, yupqa matoli poyabzalning Britaniya nomi (maktabda jismoniy tarbiya uchun); eskirgan so'z, Amerikacha emas.
- **D) wellies** — Wellington boots'ning (yomg'ir va loy uchun rezina etik) Britaniya so'zlashuv nomi; Amerikada «rain boots», basketbolda kiyilmaydi.

Maslahat

Britaniya / Amerika juftliklarini guruh bilan yodlang: trainers / sneakers, trousers / pants, jumper / sweater, biscuit / cookie, flat / apartment, lift / elevator, lorry / truck, holiday / vacation, autumn / fall, rubber / eraser, queue / line, torch / flashlight. Gap-fill'da qaysi variant ekanini ko'rsatadigan kontekst ishoralarini izlang.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «sneaker», «trainer» maqolalari
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «American and British English» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: sneaker — Shimoliy Amerika ingliz tili (NAmE); trainer (sport poyabzali ma'nosida) — Britaniya ingliz tili (BrE).

Javob asosi: Amerikacha gapda — sneakers (C).

2.5 IMTIHONDA TUSHGAN

To'g'ri javob: B

BRITISH VS AMERICAN ENGLISH

What do British speakers usually call the sports shoes that Americans call 'sneakers'?

- **A** loafers
- **B** **trainers** ✔
- **C** slippers
- **D** sandals

Qoida va izoh

Britaniya ingliz tilida rezina tagli sport poyabzali «trainers» deyiladi: «a new pair of trainers». Amerikacha nomi — «sneakers». Ikkalasi bir xil poyabzal.

Nega boshqalari noto'g'ri

- **A) loafers** — Bog'ichsiz, oyoqqa kiyib olinadigan charm tufli; ikkala variantda ham ishlatiladi, sport poyabzali emas.
- **C) slippers** — Uyda kiyiladigan yumshoq shippak; ikkala variantda ham bir xil.
- **D) sandals** — Tasmali ochiq poyabzal, issiq havoda kiyiladi; ikkala variantda ham bir xil.

Maslahat

«Boshqa variantdagi ekvivalenti» so'ralganda chalg'ituvchilar ko'pincha ikkala variantda ham bor, lekin boshqa narsani bildiradigan so'zlar bo'ladi. Javob AYNAN o'sha narsani bildirayotganiga ishonch hosil qiling.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «trainer», «sneaker» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: trainer (BrE) = sneaker (NAmE).

Javob asosi: Britaniyacha ekvivalent — trainers (B).

2.6 IMTIHONDA TUSHGAN

To'g'ri javob: B

BRITISH VS AMERICAN ENGLISH

The word 'sneakers' is typical of which variety of English?

A British English

B **American English** ✔

C Australian English

D Scottish English

Qoida va izoh

Sneakers — rezina tagli yumshoq sport poyabzalining Amerika ingliz tilidagi nomi. Nomi yumshoq tag bilan sezdirmay yurish (sneak) mumkinligidan kelib chiqqan. Boshqa variantlar boshqa so'z ishlatadi: Britaniyada «trainers», Avstraliyada odatda «runners» yoki «joggers».

Nega boshqalari noto'g'ri

- **A) British English** — Britaniyaliklar «trainers» deydi: «a new pair of trainers».
- **C) Australian English** — Avstraliyaliklar odatda «runners» yoki «joggers» deydi.
- **D) Scottish English** — Shotlandiya ingliz tili Britaniya qo'llanishiga ergashadi va «trainers» deydi.

Maslahat

Savolda uchinchi variant (Australian, Canadian) chalg'ituvchi sifatida berilishi mumkin — qaysi so'z qayerga tegishli ekanini biling. Asosiy juftliklar: trainers / sneakers, trousers / pants, jumper / sweater, biscuit / cookie, flat / apartment, lift / elevator.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «sneaker», «trainer» maqolalari
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «American and British English» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: sneaker — NAmE (Shimoliy Amerika ingliz tili) belgisi bilan berilgan.

Javob asosi: «Sneakers» — Amerika ingliz tiliga xos (B).

2.7 IMTIHONDA TUSHGAN

To'g'ri javob: C

FORMAL AND INFORMAL SPEECH

Which sentence is the most FORMAL way to ask a stranger for help?

A Hey, can you help me out with this thing?

B Give me a hand with this bag, will you?

C **I was wondering if you could help me.** ✔

D Help me carry this upstairs, mate.

Qoida va izoh

«I was wondering if you could help me» — eng rasmiy va xushmuomala variant. Unda uchta «masofa» vositasi bor: Past Continuous («I was wondering»), o'tgan zamon modal «could» va bilvosita savol («if you could...»). Ular birgalikda iltimosni ehtiyotkor qiladi va tinglovchiga bosimni kamaytiradi — notanish odamga aynan shunday murojaat qilinadi.

Nega boshqalari noto'g'ri

- **A) Hey, can you help me out with this thing?** — «Hey», phrasal verb «help out» va noaniq «thing» — hammasi norasmiy.
- **B) Give me a hand with this bag, will you?** — Buyruq + «give me a hand» iborasi + «will you?» qo'shimcha savoli — samimiy, lekin norasmiy.
- **D) Help me carry this upstairs, mate.** — Yalang'och buyruq + «mate» murojaati — juda norasmiy, notanishga qo'pol eshitilishi mumkin.

Maslahat

Iltimosning rasmiylik shkalasi: Help me. → Can you help me? → Could you help me? → Would you mind helping me? → I was wondering if you could help me. Shkala bo'ylab qanchalik o'ngga yursangiz, shunchalik masofa va xushmuomalalik qo'shiladi (o'tgan zamon, modal, bilvosita savol).

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.4 «Negative politeness», 129-bet; 1-strategiya «Be conventionally indirect», 132-bet; 2-strategiya «Question, hedge», 145-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «distancing», «politeness» maqolalari

Manbadagi qoida: Brown va Levinson: negative politeness'ning 1-strategiyasi — konvensional bilvositalik (Could you...?); Swan: o'tgan zamon va davomli shakllar masofa yaratib, iltimosni yumshatadi (I was wondering if...).

Javob asosi: «I was wondering if you could help me» — eng ko'p masofa vositasi bor, eng rasmiy (C).

2.8 IMTIHONDA TUSHGAN

To'g'ri javob: A

FORMAL AND INFORMAL SPEECH

Which features are typical of INFORMAL speech?

A	**contractions, phrasal verbs and ellipsis**	✔
B	passive constructions and nominalisation	
C	Latin-based words such as «commence» and «purchase»	
D	long sentences with complex subordinate clauses	

Qoida va izoh

Norasmiy og'zaki ingliz tiliga xos belgilar: qisqartmalar (I'm, don't, it's), phrasal verb'lar (find out, put off, sort out) va ellipsis — ma'no aniq bo'lgani uchun so'zlarning tushirib qoldirilishi: «Do you want a coffee?» o'rniga «Want a coffee?», «That sounds good» o'rniga «Sounds good».

Nega boshqalari noto'g'ri

- **B) passive constructions and nominalisation** — Passiv va nominalizatsiya — rasmiy, ayniqsa yozma tilning belgilari: «The decision was made», «the implementation of the policy».
- **C) Latin-based words such as «commence» and «purchase»** — Lotincha kelib chiqqan rasmiy leksika; norasmiy ekvivalentlari — «start», «buy».
- **D) long sentences with complex subordinate clauses** — Murakkab ergash gapli uzun gaplar — rasmiy yozma uslubga xos, oddiy suhbatga emas.

Maslahat

Rasmiy ↔ norasmiy juftliklarni yodlang: commence / start, purchase / buy, inquire / ask, assist / help, obtain / get, reside / live, postpone / put off, require / need. Rasmiy uslub bitta lotincha fe'lni, norasmiy uslub phrasal verb'ni afzal ko'radi.

Manba va asos

1. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «register», «formal language», «informal language» maqolalari
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «contractions», «ellipsis» maqolalari

Manbadagi qoida: Glossary: register — vaziyatdagi tilning rasmiylik darajasi; informal register — bo'sh, do'stona vaziyatdagi til. Swan: qisqartmalar va ellipsis asosan norasmiy og'zaki nutqqa xos.

Javob asosi: Qisqartma, phrasal verb va ellipsis — norasmiy nutq belgilari (A).

2.9 IMTIHONDA TUSHGAN

To'g'ri javob: D

FORMAL AND INFORMAL SPEECH

In a formal letter, which verb best completes the sentence 'We look forward to ___ your reply'?

A grabbing

B picking up

C catching

D **receiving** ✔

To'liq gap: In a formal letter, which verb best completes the sentence 'We look forward to **receiving** your reply'?

Qoida va izoh

«Receive» — xat, javob, email va hujjatlar bilan ishlatiladigan neytral-rasmiy fe'l: «We look forward to receiving your reply» — rasmiy xatning standart yakuniy jumlasi. Shaklga e'tibor bering: «look forward to» dagi «to» — predlog, shuning uchun undan keyin infinitiv emas, -ing shakli keladi.

Nega boshqalari noto'g'ri

- **A) grabbing** — Grab — norasmiy, jismoniy (qo'l bilan tez ushlab olmoq); rasmiy xatda mutlaqo noo'rin.
- **B) picking up** — Pick up — norasmiy phrasal verb: biror narsani olib ketmoq yoki tasodifan o'rganib olmoq («pick up a parcel», «pick up some Spanish»); javob uchun ishlatilmaydi.
- **C) catching** — Catch — to'p, avtobus, kasallik bilan ishlatiladi («catch a bus», «catch a cold»); «reply» bilan birikmaydi.

Maslahat

Rasmiy yozuvda norasmiy fe'llarni almashtiring: get → receive / obtain, ask for → request, tell → inform, help → assist, need → require, start → commence. Qat'iy ibora: «I look forward to hearing from you / receiving your reply».

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «receive», «look forward to» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «look forward to» maqolasi

Manbadagi qoida: Lug'atlar: look forward to + -ing; receive a letter / reply — standart birikma.

Javob asosi: Rasmiy xatda «look forward to receiving your reply» (D).

2.10 IMTIHONDA TUSHGAN

To'g'ri javob: A

FUNCTIONS AND EXPONENTS: FORMALITY

Which exponent is the most FORMAL way of asking for permission?

A	**Would you mind if I opened the window?**	✔
B	Can I open the window?	
C	Mind if I open the window, mate?	
D	Is it OK with you if I open the window now?	

Qoida va izoh

«Would you mind if I + Past Simple» — ruxsat so'rashning juda xushmuomala va rasmiy exponent'i. Shart mayli «would» va o'tgan shakl «opened» (unreal past) masofa yaratadi va iltimosni ehtiyotkor qiladi. Javobga e'tibor: «No, not at all» yoki «Go ahead» — ruxsat BERILDI degani, chunki savol tinglovchi qarshi bo'ladimi deb so'rayapti.

Nega boshqalari noto'g'ri

- **B) Can I open the window?** — Eng keng tarqalgan, neytral-norasmiy exponent; do'stlar orasida yetarli, lekin eng rasmiy emas.
- **C) Mind if I open the window, mate?** — Ellipsis («Do you» yo'q) va samimiy «mate» murojaati — juda norasmiy.
- **D) Is it OK with you if I open the window now?** — «OK» norasmiy, shuning uchun gap uzun bo'lsa ham bu oddiy, norasmiy exponent.

Maslahat

Ruxsat so'rash shkalasi (norasmiydan rasmiyga): Can I...? → Could I...? → May I...? → Do you mind if I open...? → Would you mind if I opened...? → I was wondering if I could... Uzunlik rasmiylik emas: «OK» li uzun gap baribir norasmiy.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.4 «Negative politeness», 129-bet; 1-strategiya «Be conventionally indirect», 132-bet; 2-strategiya «Question, hedge», 145-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «distancing» maqolasi
3. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «mind» maqolasi

Manbadagi qoida: Brown va Levinson: konvensional bilvositalik — negative politeness strategiyasi. Swan: would va o'tgan zamon shakllari masofa yaratib, so'rovni xushmuomala qiladi; lug'at: «Would you mind if I opened the window?».

Javob asosi: «Would you mind if I opened...?» — eng rasmiy ruxsat so'rash exponent'i (A).

2.11 IMTIHONDA TUSHGAN

To'g'ri javob: C

POLITENESS STRATEGIES: OFF-RECORD

You want your colleague to close the window, but instead of asking directly you say: 'It's a bit cold in here, isn't it?' Which politeness strategy is this?

A	bald on-record	
B	positive politeness	
C	**off-record**	✔
D	negative politeness	

Qoida va izoh

Brown va Levinson (1987) iltimos kabi «yuzga tahdid soluvchi» harakatlar (face-threatening acts) uchun to'rt asosiy strategiyani ajratadi: bald on-record, positive politeness, negative politeness, off-record. Off-record'da so'zlovchi iltimosni umuman aytmaydi — faqat ishora qiladi, tinglovchi esa asl ma'noni o'zi chiqaradi (implicature). «It's a bit cold in here» deraza haqida gapirmaydi, lekin hamkasb buni iltimos deb tushunadi. Kerak bo'lsa so'zlovchi iltimos qilganini inkor ham qila oladi.

Nega boshqalari noto'g'ri

- **A) bald on-record** — To'g'ridan-to'g'ri, yumshatilmagan iltimos: «Close the window.»
- **B) positive politeness** — Do'stlik va yaqinlikka murojaat: «Be a star and close the window for me, mate.»
- **D) negative politeness** — To'g'ridan-to'g'ri, lekin yumshatilgan va hurmatli, tinglovchiga og'irlik solmaslikka harakat: «Sorry to bother you, but could you possibly close the window?»

Maslahat

To'rt strategiyani bittadan misol bilan yodlang: «Close the window» (bald on-record); «Close the window for me, love» (positive); «Could you possibly close the window?» (negative); «It's freezing in here» (off-record). Iltimos faqat ishora qilinsa — doim off-record.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.5 «Off record», 211-bet; 1-strategiya «Give hints», 213-bet

Manbadagi qoida: Brown va Levinson: off record'da so'zlovchining niyati bitta aniq ma'noga bog'lanmaydi; u ishora qiladi, tinglovchi niyatni implikatura orqali chiqaradi (1-strategiya — ishora berish).

Javob asosi: «It's a bit cold in here» — derazani yopish iltimosiga ishora: off-record (C).

2.12 IMTIHONDA TUSHGAN

To'g'ri javob: A

POLITENESS STRATEGIES: OFF-RECORD

Which utterance is an example of the off-record politeness strategy?

A	**Brr, it's getting really cold in here.**	✔
B	Close the window right now, please.	
C	Could you possibly close the window?	
D	Be a star and close the window, mate.	

Qoida va izoh

«Brr, it's getting really cold in here» derazani ham tilga olmaydi, to'g'ridan-to'g'ri hech narsa so'ramaydi. Bu ishora: tinglovchi so'zlovchi deraza yopilishini xohlayotganini o'zi tushunishi kerak. Brown va Levinson nazariyasida bunday bilvosita ishoralar — off-record strategiyasi. Ular tinglovchiga javob berish yoki bermaslik erkinligini qoldiradi, so'zlovchi esa iltimos qilmaganman deyishi mumkin.

Nega boshqalari noto'g'ri

- **B) Close the window right now, please.** — «Right now» bilan buyruq. «Please» bo'lsa ham, bu to'g'ridan-to'g'ri bald on-record iltimos.
- **C) Could you possibly close the window?** — «Could» va «possibly» bilan yumshatilgan bilvosita savol — og'irlikni kamaytiradi, ya'ni negative politeness. Iltimos baribir ochiq aytilgan.
- **D) Be a star and close the window, mate.** — Yaqinlikni ta'kidlaydigan do'stona so'zlar («mate», «be a star») — positive politeness.

Maslahat

O'zingizdan so'rang: iltimos aslida aytilganmi? Aytilgan bo'lsa — bald (yumshatishsiz), positive (do'stlik) yoki negative (hurmat, ehtiyotkorlik) dan birini tanlang. Aytilmagan, faqat ishora bo'lsa — off-record. Tipik off-record shakllar: ishora («I'm thirsty»), kamaytirib aytish, ritorik savol, kinoya.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.5 «Off record», 211-bet; 1-strategiya «Give hints», 213-bet

Manbadagi qoida: Brown va Levinson: off record ishoralar (give hints) iltimosni aytmasdan, tinglovchini xulosa chiqarishga undaydi.

Javob asosi: «Brr, it's getting really cold in here» — iltimos aytilmagan, faqat ishora (A).

2.13 IMTIHONDA TUSHGAN

To'g'ri javob: B

POLITENESS STRATEGIES: NEGATIVE POLITENESS

Negative politeness strategies mainly aim to ...

A show friendship, solidarity and common ground

B **avoid imposing on the hearer's freedom of action** ✔

C state the request directly without any softening

D hint at the request without stating it at all

Qoida va izoh

Brown va Levinson nazariyasida har odamda ikki xil «yuz» (face) bor. Positive face — yoqishni va ma'qullanishni xohlash. Negative face — majburlanmaslik, erkinlikni xohlash. Negative politeness tinglovchining negative face'ini himoya qiladi: so'zlovchi hedge'lar, uzr, bilvosita savollar va hurmat orqali tinglovchining erkinligini hurmat qilishini ko'rsatadi: «I'm sorry to trouble you, but could you possibly...?», «I don't suppose you could...?»

Nega boshqalari noto'g'ri

- **A) show friendship, solidarity and common ground** — Bu positive politeness (maqtov, «biz»ga xos so'zlar, hazil, qiziqish ko'rsatish).
- **C) state the request directly without any softening** — Bu bald on-record strategiyasi.
- **D) hint at the request without stating it at all** — Bu off-record strategiyasi.

Maslahat

«Negative» — qo'pol yoki yomon degani emas. U negative face'ga — majburlanmaslik istagiga ishora qiladi. Eslab qoling: positive politeness = «biz yaqinmiz»; negative politeness = «sizning erkinligingizni hurmat qilaman».

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — «face» tushunchasi (positive face va negative face), 61-bet
2. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.4 «Negative politeness», 129-bet

Manbadagi qoida: Brown va Levinson: negative face — harakat erkinligi va majburlanmaslik istagi; negative politeness — tinglovchining negative face'iga qaratilgan redressive action.

Javob asosi: Negative politeness maqsadi — tinglovchi erkinligiga og'irlik solmaslik (B).

2.14 IMTIHONDA TUSHGAN

To'g'ri javob: B

POLITENESS STRATEGIES: BALD ON-RECORD

Which utterance is an example of the bald on-record politeness strategy?

A Could you possibly lend me a pen?

B **Give me a pen.** ✔

C I seem to have forgotten my pen...

D Lend us a pen, mate, you're a star.

Qoida va izoh

Brown va Levinson nazariyasida bald on-record — xohlaganingizni eng to'g'ridan-to'g'ri, aniq va qisqa aytish, hech qanday yumshatishsiz («please» yo'q, hedge yo'q, bilvosita savol yo'q). «Give me a pen» — yalang'och buyruq: iltimos ochiq aytilgan (on record) va hech narsa og'irlikni kamaytirmaydi (bald).

Nega boshqalari noto'g'ri

- **A) Could you possibly lend me a pen?** — Iltimos aytilgan, lekin «could» va «possibly» bilan yumshatilgan — negative politeness.
- **C) I seem to have forgotten my pen...** — Iltimos aytilmagan, faqat ishora — off-record.
- **D) Lend us a pen, mate, you're a star.** — Buyruq, lekin do'stona so'zlar («mate», «you're a star») bilan yumshatilgan — positive politeness.

Maslahat

Bald on-record = to'g'ridan-to'g'ri + yumshatishsiz. Tipik shakllar: yalang'och buyruq va to'g'ri gap: «Sit down», «Pass the salt», «Watch out!», «Add two eggs». Agar BIROR yumshatish bo'lsa (please, could, possibly, mate, sorry), bu endi sof bald on-record emas.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.2 «Bald on record», 94-bet (5.2.1 yuz tahdidi kamaytirilmaydigan holatlar — 95-bet; 5.2.2 tinglovchi foydasiga bald-on-record — 98-bet)

Manbadagi qoida: Brown va Levinson: bald on record — eng to'g'ridan-to'g'ri, aniq va qisqa ifoda, hech qanday redressive action'siz (tipik shakli — buyruq).

Javob asosi: «Give me a pen.» — yumshatishsiz buyruq: bald on-record (B).

2.15 IMTIHONDA TUSHGAN

To'g'ri javob: D

POLITENESS STRATEGIES: BALD ON-RECORD

In which situation is the bald on-record strategy most appropriate?

A A student asks the director for a day off.

B A stranger asks someone in the street for directions.

C An employee hints to the boss that the office is cold.

D **A car is coming, so someone shouts 'Watch out!'** ✔

Qoida va izoh

Brown va Levinson bald on-record samaradorlik «yuz»dan muhimroq bo'lganda o'rinli ekanini tushuntiradi. Klassik holat — favqulodda yoki shoshilinch vaziyat: xushmuomalalikka vaqt yo'q, to'g'ridan-to'g'ri ogohlantirish («Watch out!», «Run!», «Help!») yagona to'g'ri tanlov. Xavf paytidagi to'g'ridan-to'g'ri ogohlantirishdan hech kim xafa bo'lmaydi.

Nega boshqalari noto'g'ri

- **A) A student asks the director for a day off.** — Yuqori maqomdagi odamga katta iltimos — negative politeness kerak: «I was wondering if I could possibly take a day off.»
- **B) A stranger asks someone in the street for directions.** — Notanishlar orasida yumshatilgan iltimos kutiladi: «Excuse me, could you tell me the way to...?»
- **C) An employee hints to the boss that the office is cold.** — Ishora qilish ta'rifiga ko'ra off-record, bald on-record emas.

Maslahat

Bald on-record odatda: (1) favqulodda va shoshilinch vaziyatlarda («Fire! Get out!»); (2) vazifaga yo'naltirilgan ko'rsatmalarda («Mix the flour and sugar»); (3) so'zlovchining hokimiyati ancha katta bo'lganda; (4) juda yaqin odamlar orasida; (5) tinglovchiga foydali takliflarda («Come in, sit down», «Have some more cake») ishlatiladi.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.2 «Bald on record», 94-bet (5.2.1 yuz tahdidi kamaytirilmaydigan holatlar — 95-bet; 5.2.2 tinglovchi foydasiga bald-on-record — 98-bet)

Manbadagi qoida: Brown va Levinson (5.2.1): favqulodda yoki shoshilinch vaziyatlarda, samaradorlik birinchi o'rinda bo'lganda yuz tahdidi kamaytirilmaydi — bald on record ishlatiladi (masalan, ogohlantirishlar).

Javob asosi: Mashina kelayotganda «Watch out!» — shoshilinch vaziyat: bald on-record (D).

2.16 IMTIHONDA TUSHGAN

To'g'ri javob: A

POLITENESS STRATEGIES: BALD ON-RECORD

The bald on-record strategy means that the speaker ...

A	**states the request directly, with no softening**	✔
B	stresses friendship and shared values with the hearer	
C	apologises and tries not to impose on the hearer	
D	only hints, so the hearer must infer the meaning	

Qoida va izoh

«On record» — so'zlovchining niyati aniq va ochiq aytilgan. «Bald» — u hech qanday redressive action'siz aytilgan, ya'ni tinglovchining «yuz»ini himoya qilish uchun hech narsa qilinmagan (yumshatish, uzr, do'stona belgi yo'q). Demak bald on-record — iltimos yoki boshqa face-threatening act'ni bajarishning eng to'g'ridan-to'g'ri usuli: «Close the door.»

Nega boshqalari noto'g'ri

- **B) stresses friendship and shared values with the hearer** — Bu positive politeness (tinglovchining positive face'iga e'tibor).
- **C) apologises and tries not to impose on the hearer** — Bu negative politeness (tinglovchining negative face'iga e'tibor).
- **D) only hints, so the hearer must infer the meaning** — Bu off-record — iltimos umuman aytilmaydi.

Maslahat

Brown va Levinson strategiyalari eng to'g'ridan-to'g'ridan eng bilvositagacha: bald on-record → positive politeness → negative politeness → off-record → (harakatni umuman qilmaslik). Imloga e'tibor: «bald» (taqir bosh kabi — hech narsa bilan qoplanmagan), «bold» emas.

Manba va asos

1. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — 5.2 «Bald on record», 94-bet (5.2.1 yuz tahdidi kamaytirilmaydigan holatlar — 95-bet; 5.2.2 tinglovchi foydasiga bald-on-record — 98-bet)
2. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987 — «face» tushunchasi (positive face va negative face), 61-bet

Manbadagi qoida: Brown va Levinson: on record — niyat aniq va ochiq; baldly — redressive action'siz, ya'ni tinglovchi yuzini himoya qiluvchi hech narsa qilinmaydi.

Javob asosi: A — iltimosni yumshatishsiz to'g'ridan-to'g'ri aytish.

2.17 IMTIHONDA TUSHGAN

To'g'ri javob: C

GRAMMATICAL VS PRAGMATIC APPROPRIATENESS

A student walks into the director's office and says: 'Give me my certificate now.' What kind of problem does this utterance have?

A a grammatical error

B a semantic error

C **a pragmatic error** ✔

D a phonological error

Qoida va izoh

Gap grammatik jihatdan to'g'ri, ma'nosi ham aniq. Muammo — vaziyatga mos emasligi. Yalang'och buyruq («Give me ... now») farmondek eshitiladi va bu yerda uni talaba yuqori maqomdagi shaxsga — direktorga rasmiy vaziyatda aytyapti. Bu ijtimoiy va xushmuomalalik me'yorlarini buzadi, ya'ni pragmatik xato (Jenny Thomas atamasi bilan — sociopragmatic failure). O'rinli variant: «Excuse me, could I collect my certificate, please?»

Nega boshqalari noto'g'ri

- **A) a grammatical error** — Tuzilish (buyruq mayli + vositali to'ldiruvchi + to'g'ri to'ldiruvchi) mutlaqo to'g'ri.
- **B) a semantic error** — So'zma-so'z ma'no aniq va mantiqli: talaba sertifikatini olmoqchi. Ziddiyat yoki anomaliya yo'q.
- **D) a phonological error** — Fonologik xato talaffuzga (tovush, urg'u, ohang) tegishli; vaziyatda talaffuz haqida hech narsa yo'q.

Maslahat

Gap shakli va ma'nosi to'g'ri, lekin kontekstda qo'pol, haddan tashqari norasmiy, juda to'g'ridan-to'g'ri yoki g'alati eshitilsa — muammo pragmatik. Tipik imtihon mavzulari: politeness strategies (bilvosita iltimoslar: «Could you...?», «Would you mind...?»), formal / informal register, speech acts, implicature.

Manba va asos

1. Thomas, J. Cross-cultural pragmatic failure. Applied Linguistics, 4(2), 1983, 91–112-betlar
2. Brown, P., Levinson, S. C. Politeness: Some Universals in Language Usage. Cambridge University Press, 1987

Manbadagi qoida: Thomas (1983): pragmatic failure — gap shakli to'g'ri bo'lsa ham aytilgan niyat yoki munosabat noto'g'ri qabul qilinishi; sociopragmatic failure — ijtimoiy masofa, hokimiyat va majburlash darajasini noto'g'ri baholash.

Javob asosi: Talaba direktorga yalang'och buyruq bilan murojaat qilgan — pragmatik xato (C).

03-BOB · 7 TA SAVOL

Lingvistika va fonetika

Nega bu bob kerak

Vazirlik formatidagi «gapdagi so'z lingvistikada qanday nomlanadi» turidagi savollar shu bobda: bog'lovchi turlari (and), fossilisation, xatolar tasnifi, grammatik va semantik to'g'rilik farqi hamda transkripsiya (maintenance).

3.1 IMTIHONDA TUSHGAN

To'g'ri javob: C

SECOND LANGUAGE ACQUISITION: FOSSILISATION

When incorrect forms become a permanent part of a learner's language and stop changing despite further teaching and correction, this process is called ...

A overgeneralisation

B L1 interference

C **fossilisation** ✔

D the silent period

Qoida va izoh

Fossilisation (fossilization) — Larry Selinker (1972) interlanguage nazariyasidagi atama. O'quvchining interlanguage'i (rivojlanayotgan til tizimi) ba'zi joylarda rivojlanishdan to'xtaydi va xatolar «toshga aylanadi»: ko'p yil tuzatilsa ham qolaveradi. Masalan, ingliz tilida yillab gaplashgan odam hamon «He don't like it» yoki «I am agree» deydi. Kalit g'oya — doimiylik va tuzatishga chidamlilik.

Nega boshqalari noto'g'ri

- **A) overgeneralisation** — Qoidani ortiqcha keng qo'llash (goed, childs). Bu xatoning manbasi; bunday xatolar odatda vaqt o'tib yo'qoladi.
- **B) L1 interference** — Ona tili qoidasini ko'chirish (negative transfer). Bu ham xato manbasi; interference xatolari fossilise bo'lishi mumkin, lekin doimiy bo'lib qolish jarayonining nomi — fossilisation.
- **D) the silent period** — Silent period (Krashen) — ayniqsa yosh o'quvchilar avval faqat tinglab, hali gapirmaydigan dastlabki bosqich.

Maslahat

Interlanguage = o'quvchining rivojlanayotgan tizimi; fossilisation = shu tizimning rivoji to'xtashi. Kalit so'zlar: permanent, persistent, fixed, stabilised, resistant to correction.

Manba va asos

1. Selinker, L. Interlanguage. International Review of Applied Linguistics (IRAL), 10(3), 1972, 209–231-betlar
2. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «fossilisation / fossilization» maqolasi
3. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 11-unit «The role of error», 62-bet

Manbadagi qoida: Selinker (1972): fossilization — interlanguage'dagi ba'zi shakllar o'qish va tuzatish davom etsa ham o'zgarmay saqlanib qolishi. Glossary: noto'g'ri til odatga aylanib, oson tuzatilmaydigan jarayon.

Javob asosi: Savoldagi «doimiy bo'lib, tuzatishga qaramay o'zgarmaydigan xato» — fossilisation ta'rifi (C).

3.2 IMTIHONDA TUSHGAN

To'g'ri javob: B

ERROR TYPES: SURFACE STRATEGY TAXONOMY

'She is a doctor good.' According to the surface strategy taxonomy (Dulay, Burt and Krashen), this is an error of ...

A omission

B **misordering** ✔

C addition

D misformation

Qoida va izoh

Dulay, Burt va Krashen'ning surface strategy taxonomy'sida xatolar o'quvchi to'g'ri shaklni qanday o'zgartirganiga qarab tasniflanadi. «She is a doctor good» da hamma so'z to'g'ri, hech narsa tushib qolmagan yoki ortiqcha emas, lekin sifat otdan keyin qo'yilgan. Ingliz tilida sifat otdan oldin keladi: «a good doctor». So'zlar noto'g'ri tartibda — misordering.

Nega boshqalari noto'g'ri

- **A) omission** — Kerakli element tushib qolgan («She doctor», «He go»). Bu yerda hech narsa tushmagan.
- **C) addition** — Ortiqcha element qo'shilgan («He doesn't knows», «I went to the home»). Bu yerda ortiqcha narsa yo'q.
- **D) misformation** — So'zning noto'g'ri shakli («I seed him», «He hurted himself»). Bu yerda har so'z to'g'ri shaklda.

Maslahat

To'rt turni bittadan misol bilan yodlang: omission («She doctor»), addition («He doesn't knows»), misformation («I seed him»), misordering («a doctor good», «What you are doing?»). O'zingizdan so'rang: nimadir tushib qolganmi, ortiqchami, shakli xatomi yoki joyi xatomi?

Manba va asos

1. Dulay, H., Burt, M., Krashen, S. Language Two. Oxford University Press, 1982

Manbadagi qoida: Dulay, Burt va Krashen surface strategy taxonomy'si: omission (kerakli element tushib qolgan), addition (ortiqcha element), misformation (noto'g'ri shakl), misordering (noto'g'ri tartib).

Javob asosi: «a doctor good» — sifat noto'g'ri o'rinda: misordering (B).

3.3 IMTIHONDA TUSHGAN

To'g'ri javob: C

CONJUNCTIONS: TYPES (STRUCTURE)

In the phrase 'coffee and bread', the word 'and' is a ...

A subordinating conjunction

B correlative conjunction

C **coordinating conjunction** ✔

D conjunctive adverb

Qoida va izoh

Coordinating conjunction teng grammatik maqomdagi elementlarni bog'laydi: ikki so'z, ikki birikma yoki ikki mustaqil gap. «Coffee and bread» da «and» bir xil maqomdagi ikki otni bog'layapti, biri ikkinchisiga tobe emas. Ingliz tilida yettita coordinating conjunction bor — FANBOYS: for, and, nor, but, or, yet, so.

Nega boshqalari noto'g'ri

- **A) subordinating conjunction** — Subordinating conjunction tobe (ergash) gapni boshlaydi va bosh gapga bog'laydi: because, although, if, when. «And» bu yerda hech narsani tobe qilmayapti.
- **B) correlative conjunction** — Juft bog'lovchi: both ... and, either ... or, neither ... nor, not only ... but also. «And» faqat «both coffee and bread» da correlative'ning qismi bo'lardi.
- **D) conjunctive adverb** — However, therefore, moreover kabi so'zlar; ular ravish, bog'lovchi emas, odatda ikki mustaqil gapni nuqta-vergul bilan bog'laydi.

Maslahat

Bog'langan qismlar tengmi (coordinating) yoki biri ikkinchisiga tobemi (subordinating)? Juft so'z bormi — both, either, neither, not only (correlative)? Vazirlik formatidagi «gapdagi so'z lingvistikada qanday nomlanadi» savollarida avval so'z turkumini, keyin uning turini aniqlang.

Manba va asos

1. Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. A Comprehensive Grammar of the English Language. Longman, 1985 — 13-bob «Coordination»
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «and» maqolasi

Manbadagi qoida: Quirk va boshq.: coordinator'lar (and, or, but) teng maqomdagi birliklarni — so'z, birikma yoki gaplarni bog'laydi; subordinator'lar tobe gap boshlaydi; correlative'lar — both ... and kabi juftlar.

Javob asosi: «coffee and bread» — ikki teng otni bog'lagan coordinating conjunction (C).

3.4 IMTIHONDA TUSHGAN

To'g'ri javob: B

CONJUNCTIONS: TYPES (MEANING)

According to its meaning, the conjunction 'and' in 'coffee and bread' is ...

A	adversative	
B	**copulative**	✔
C	disjunctive	
D	causal	

Qoida va izoh

An'anaviy grammatikada coordinating conjunction'lar ma'nosiga ko'ra tasniflanadi. Copulative (additive, biriktiruv) bog'lovchi bir elementni ikkinchisiga shunchaki qo'shadi: «coffee and bread» = qahva + non. Copulative bog'lovchilar: and, both ... and, not only ... but also va (inkor) neither ... nor.

Nega boshqalari noto'g'ri

- **A) adversative** — Adversative (zidlov) — qarama-qarshilik: but, yet, still, while, whereas. «And» zidlik bildirmaydi.
- **C) disjunctive** — Disjunctive (ayiruv) — tanlov: or, either ... or, otherwise. «Coffee or bread» disjunctive bo'lardi.
- **D) causal** — Sabab: for («He stayed, for it was raining»). Natija bog'lovchilari (so, therefore) illative deyiladi. «And» bu yerda ikkalasini ham bildirmaydi.

Maslahat

To'rt ma'no turini bittadan kalit so'z bilan yodlang: copulative = and (qo'shish), adversative = but (zidlik), disjunctive = or (tanlov), causal / illative = for / so (sabab / natija). Kontekstda «and» boshqa ma'no ham olishi mumkin («He was ill and stayed at home» — natija), lekin oddiy sanashda copulative.

Manba va asos

1. Ilyish, B. A. The Structure of Modern English. Prosveshcheniye, 1971 — bog'lovchilar (conjunctions) tasnifi
2. Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. A Comprehensive Grammar of the English Language. Longman, 1985 — 13-bob «Coordination»

Manbadagi qoida: An'anaviy tasnifda coordinating bog'lovchilar ma'nosiga ko'ra: copulative (and), disjunctive (or), adversative (but) va causal-consecutive (for, so).

Javob asosi: «and» oddiy qo'shish ma'nosida — copulative (B).

3.5 IMTIHONDA TUSHGAN

To'g'ri javob: A

CONJUNCTIONS: TYPES (STRUCTURE)

What type of conjunction is 'and' in the sentence 'He bought bread and milk'?

A	**coordinating conjunction**	✔
B	subordinating conjunction	
C	correlative conjunction	
D	interjection	

Qoida va izoh

«And» bu yerda ikki GAPni emas, ikki SO'Zni — «bread» va «milk» otlarini bog'layapti. Ikkalasi teng grammatik maqomda va birgalikda «bought» fe'lining to'ldiruvchisi; biri ikkinchisiga tobe emas, shuning uchun «and» — coordinating conjunction. Coordinating bog'lovchilar so'z, birikma yoki gaplarni bog'lay oladi (FANBOYS: for, and, nor, but, or, yet, so). Ma'nosiga ko'ra bu yerda «and» copulative (biriktiruv).

Nega boshqalari noto'g'ri

- **B) subordinating conjunction** — Subordinating conjunction tobe gapni boshlaydi: because, although, when, if, since. «And» bu yerda gap boshlamayapti, teng so'zlarni bog'layapti.
- **C) correlative conjunction** — Correlative — juft bog'lovchi: both ... and, either ... or. Faqat «He bought both bread and milk» da correlative bo'lardi.
- **D) interjection** — Interjection (undov) — his-hayajon yoki munosabat bildiradigan, gapga grammatik bog'lanmagan so'z: oh, wow, ouch, oops. Hech narsani bog'lamaydi.

Maslahat

Coordinating conjunction so'zlarni («bread and milk»), birikmalarni («in the morning and in the evening») yoki gaplarni («I cooked and she cleaned») bog'lay oladi — muhimi, qismlar teng bo'lsin. U gapni emas, so'zni bog'layotgani sizni chalg'itmasin.

Manba va asos

1. Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. A Comprehensive Grammar of the English Language. Longman, 1985 — 13-bob «Coordination»
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «and» maqolasi

Manbadagi qoida: Quirk va boshq.: and — coordinator; u so'zlarni, birikmalarni yoki gaplarni teng maqomda bog'lay oladi. Interjection (undov) esa gapga grammatik bog'lanmagan his-hayajon so'zi.

Javob asosi: «bread and milk» — ikki teng otni bog'lagan coordinating conjunction (A).

3.6 IMTIHONDA TUSHGAN

To'g'ri javob: D

GRAMMATICAL VS SEMANTIC ACCEPTABILITY

Which sentence is grammatically correct but semantically anomalous (meaningless)?

A	She don't like strong black coffee at all.	
B	They was at home with their parents yesterday.	
C	He have already finished all his homework.	
D	**Colourless green ideas sleep furiously.**	✔

Qoida va izoh

Bu Noam Chomsky'ning «Syntactic Structures» (1957) kitobidagi mashhur misoli. Gap grammatik jihatdan mukammal: sifat + sifat + ot + fe'l + ravish. Lekin ma'nosi imkonsiz: narsa bir vaqtda ham rangsiz, ham yashil bo'lolmaydi, g'oyalar yashil bo'lmaydi va uxlamaydi, «g'azab bilan uxlash» ham mumkin emas. Chomsky bu bilan grammatiklik (to'g'ri shakl) va ma'nolilik (semantika) alohida narsalar ekanini ko'rsatgan.

Nega boshqalari noto'g'ri

- **A) She don't like strong black coffee at all.** — Grammatik xato (subject–verb agreement: she doesn't); ma'no to'liq tushunarli.
- **B) They was at home with their parents yesterday.** — Grammatik xato (they were); ma'no tushunarli.
- **C) He have already finished all his homework.** — Grammatik xato (he has); ma'no tushunarli.

Maslahat

Uch darajani ajrating. Grammatik = shakl va tuzilish («He have» — ungrammatical). Semantik = so'zma-so'z ma'no: ziddiyat, imkonsiz birikmalar («colourless green», «the bachelor's wife» — bachelor'ning xotini bo'lmaydi). Pragmatik = kontekstda o'rinli ishlatish (xushmuomalalik, rasmiylik, yashirin ma'no).

Manba va asos

1. Chomsky, N. Syntactic Structures. Mouton, 1957 — 2-bob «The Independence of Grammar», 15-bet

Manbadagi qoida: Chomsky «Colorless green ideas sleep furiously» gapini grammatik jihatdan to'g'ri, lekin ma'nosiz gap misoli sifatida keltiradi va uni grammatik bo'lmagan teskari tartibdagi gap bilan solishtiradi: grammatiklik ma'nodan mustaqil.

Javob asosi: D — grammatik to'g'ri, semantik anomal gap; A, B, C — grammatik xatolar.

3.7 IMTIHONDA TUSHGAN

To'g'ri javob: C

TRANSCRIPTION AND WORD STRESS

Which is the correct transcription of the word 'maintenance'?

A /meɪnˈteɪnəns/

B /ˈmeɪnteɪnəns/

C **/ˈmeɪntənəns/** ✔

D /meɪnˈtenəns/

Qoida va izoh

Maintenance /ˈmeɪntənəns/ — uch bo'g'in: MAIN-te-nance. Ikki muhim nuqta: (1) urg'u BIRINCHI bo'g'inda; (2) ikkinchi bo'g'in schwa /ə/ ga qisqaradi, «maintain» /meɪnˈteɪn/ fe'lidagi /eɪ/ qolmaydi. Otda urg'u oldinga ko'chadi va fe'ldagi uzun unli yo'qoladi; yozuvdagi «-ten-» ham shuni aks ettiradi.

Nega boshqalari noto'g'ri

- **A) /meɪnˈteɪnəns/** — Fe'l «maintain» ning urg'usi va unlisini ko'chirgan — eng ko'p uchraydigan tuzoq.
- **B) /ˈmeɪnteɪnəns/** — Urg'u to'g'ri, lekin urg'usiz ikkinchi bo'g'inda to'liq /eɪ/ qolgan; tabiiy talaffuzda u /ə/ ga qisqaradi.
- **D) /meɪnˈtenəns/** — Urg'u noto'g'ri — ikkinchi bo'g'inga qo'yilgan.

Maslahat

Fe'l → ot juftliklarida urg'u va unli o'zgaradi: maintain → maintenance, pronounce /prəˈnaʊns/ → pronunciation /prəˌnʌnsiˈeɪʃn/, explain → explanation /ˌekspləˈneɪʃn/, abstain → abstinence. Transkripsiya savolida avval urg'u belgisini, keyin urg'usiz unlilarni tekshiring.

Manba va asos

1. Jones, D. Cambridge English Pronouncing Dictionary. 18-nashr. Cambridge University Press, 2011 — «maintenance» maqolasi
2. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «maintenance», «maintain» maqolalari
3. Cambridge TKT Glossary. Cambridge Assessment English, 2019 — «word stress», «schwa» maqolalari
4. Spratt, M., Pulverness, A., Williams, M. The TKT Course Modules 1, 2 and 3. 2-nashr. Cambridge University Press, 2011 — 3-unit «Phonology», 21-bet

Manbadagi qoida: Lug'at transkripsiyasi: maintenance /ˈmeɪntənəns/, maintain /meɪn ˈteɪn/. Glossary: word stress — so'zning qaysi bo'g'ini balandroq va uzunroq aytilishi; /ə/ — schwa.

Javob asosi: Urg'u birinchi bo'g'inda, ikkinchi bo'g'in schwa — /ˈmeɪntənəns/ (C).

04-BOB · 8 TA SAVOL

Grammatika

Nega bu bob kerak

Grammatika savollari bu safar kam, lekin tuzoqli: passiv ma'noli participle clause va Past Perfect Passive (restored), It's time qoliplari, discuss whether hamda while bog'lovchisining uch ma'nosi.

4.1 IMTIHONDA TUSHGAN

To'g'ri javob: D

PARTICIPLE CLAUSES (PASSIVE MEANING)

___ in 2019, the old theatre now attracts thousands of visitors every year.

A Restoring

B Having restored

C To restore

D **Restored** ✔

To'liq gap: Restored in 2019, the old theatre now attracts thousands of visitors every year.

Qoida va izoh

Bu passiv ma'noli participle clause. Bosh gapning egasi (the old theatre) participle clause'ning ham egasi. Teatr hech narsani restore qilmagan — uni ta'mirlashgan, shuning uchun V3 ishlatiladi: «Restored in 2019, ...» = «The theatre, which was restored in 2019, ...». «Having been restored» ham to'g'ri bo'lardi, lekin variantlarda yo'q.

Nega boshqalari noto'g'ri

- **A) Restoring** — Present participle — aktiv ma'no: teatr o'zi ta'mirlayapti degan mantiqsiz ma'no chiqadi.
- **B) Having restored** — Perfect participle, lekin aktiv: teatr nimanidir ta'mirlagan bo'lib chiqadi. Nisbat (voice) xato.
- **C) To restore** — To-infinitive — maqsadni bildiradi («in order to restore»); o'tgan voqeaga mos emas va teatr bajaruvchi emas.

Maslahat

Ega harakatni BAJARADIMI yoki unga harakat QILINADIMI? Bajarsa: -ing yoki having + V3. Qilinsa: V3 yoki having been + V3. Dangling participle'dan ehtiyot bo'ling. «Restored» so'zi bilan participle clause va passiv zamonlarni ikkalasini ham mashq qiling.

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 58-unit «Participle clauses with adverbial meaning 1», 116-bet
2. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 59-unit «Participle clauses with adverbial meaning 2», 118-bet

Manbadagi qoida: Hewings: participle clause'ning yashirin egasi odatda bosh gap egasi bilan bir xil bo'ladi; passiv ma'no uchun past participle (-ed) yoki having been + -ed ishlatiladi.

Javob asosi: Teatr ta'mirlangan (harakat unga qilingan), shuning uchun passiv ma'noli «Restored» (D).

4.2 IMTIHONDA TUSHGAN

To'g'ri javob: B

PAST PERFECT PASSIVE

The storm cut off the electricity in the afternoon, but by the time we got home it ___.

A had restored

B **had been restored** ✔

C has been restoring

D was restoring

To'liq gap: The storm cut off the electricity in the afternoon, but by the time we got home it **had been restored**.

Qoida va izoh

Ikki ishora bor. (1) «by the time + past simple» boshqa gapdagi harakat undan oldin tugaganini ko'rsatadi → Past Perfect. (2) «it» (elektr) o'zi tiklamaydi, uni tiklashgan → passiv. Past Perfect Passive = had been + V3 → «had been restored».

Nega boshqalari noto'g'ri

- **A) had restored** — Zamon to'g'ri, lekin aktiv: elektr nimanidir tiklagan bo'lib chiqadi.
- **C) has been restoring** — Present Perfect Continuous, aktiv — o'tgan voqea uchun zamon ham, nisbat ham xato.
- **D) was restoring** — Past Continuous, aktiv — nisbat xato, tugallangan emas, davom etayotgan harakatni bildiradi.

Maslahat

Formula: had been + V3. Bir gapda «by the time + past simple» bo'lsa, ikkinchisida odatda Past Perfect. Keyin nisbatni tekshiring: ega bajardimi yoki unga qilindimi?

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 22-unit «Forming passive sentences 1», 44-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «past perfect» maqolasi

Manbadagi qoida: Hewings: passiv = be + past participle, Past Perfect passivi — had been + past participle. Swan: Past Perfect o'tmishdagi boshqa nuqtadan oldin tugagan harakatni bildiradi.

Javob asosi: «by the time we got home» oldin tugagan harakatni ko'rsatadi, elektr esa tiklangan (passiv) — had been restored (B).

4.3 IMTIHONDA TUSHGAN

To'g'ri javob: D

IT'S TIME + TO-INFINITIVE

___ time to start the meeting; everyone is here.

A	That	
B	This	
C	Those	
D	**It's**	✔

To'liq gap: It's time to start the meeting; everyone is here.

Qoida va izoh

Qat'iy qolip: «It's time (for somebody) to do something». Ingliz tilida vaqt, ob-havo, masofa iboralarida bo'sh (dummy) «it» ega vazifasini bajaradi: «It's late», «It's 5 o'clock», «It's time to go». «It» ning o'z ma'nosi yo'q, faqat ega o'rnini to'ldiradi, «is» esa kesimni beradi.

Nega boshqalari noto'g'ri

- **A) That** — «That time» — o'tmishdagi yoki uzoqdagi aniq bir holat («I remember that time»); bundan tashqari gapda kesim yo'q.
- **B) This** — «This time» — «bu safar» («This time I'll win»); kesim yo'q. To'liq shakli «This is the time to start» bo'lardi, u variantlarda yo'q.
- **C) Those** — Ko'plikdagi ko'rsatish olmoshi — birlikdagi «time» bilan moslashmaydi va kesim yo'q.

Maslahat

Uch qolip: It's time to do sth («It's time to go»); It's time for sb to do sth («It's time for the children to go to bed»); It's (high / about) time sb did sth («It's time we went»). Bo'shliq «time», «late», «cold», «a long way» oldida bo'lib, gapda boshqa kesim yo'q bo'lsa — «It's».

Manba va asos

1. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «it's time» maqolasi
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «preparatory it» maqolasi

Manbadagi qoida: Swan: «It's time + to-infinitive» va «It's time for + ega + to-infinitive» qoliplari; vaqt ifodalarida ega o'rnida «it» ishlatiladi.

Javob asosi: Gapda boshqa kesim yo'q va qolip «___ time to start» — It's (D).

4.4 IMTIHONDA TUSHGAN

To'g'ri javob: C

IT'S (HIGH) TIME + PAST SIMPLE

You've been unemployed for a year. It's high time you ___ a job.

A	get	
B	will get	
C	**got**	✔
D	have got	

To'liq gap: You've been unemployed for a year. It's high time you **got** a job.

Qoida va izoh

«It's time / It's high time / It's about time + ega» dan keyin, ma'no hozirgi yoki kelasi bo'lsa ham, Past Simple ishlatiladi (unreal past): «It's high time you got a job». O'tgan shakl harakat allaqachon bajarilishi kerak bo'lganini, lekin bajarilmaganini ko'rsatadi. «High» va «about» shoshilinchlik yoki tanqid ohangini qo'shadi.

Nega boshqalari noto'g'ri

- **A) get** — «It's high time + ega» dan keyin Present Simple ishlatilmaydi. U faqat egasiz infinitiv qolipda to'g'ri: «It's high time for you to get a job».
- **B) will get** — Bu qurilmada «will» hech qachon ishlatilmaydi, ma'no kelajak haqida bo'lsa ham.
- **D) have got** — Present Perfect xato; qurilma unreal past sifatida Past Simple talab qiladi.

Maslahat

Solishtiring: «It's time to leave» (umumiy), «It's time for us to leave» (for + to'ldiruvchi), «It's high time we left» (ega + Past Simple, tanqid / shoshilinchlik). Xuddi shu unreal past «I wish», «If only», «I'd rather (you)» dan keyin ham ishlatiladi.

Manba va asos

1. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «it's time» maqolasi

Manbadagi qoida: Swan: «It's time + ega + o'tgan zamon» — hozirgi yoki kelasi ma'noda, biror ish allaqachon bajarilishi kerak edi degan ohangda; «high» va «about» bilan kuchayadi.

Javob asosi: «It's high time you ___» — o'tgan zamon shakli kerak: got (C).

4.5 IMTIHONDA TUSHGAN

To'g'ri javob: A

DISCUSS + WHETHER (VERB PATTERNS)

At the next meeting, the teachers will ___ the school should introduce a new timetable.

A	**discuss whether**	✔
B	discuss about whether	
C	discuss if or not	
D	discuss about if or not	

To'liq gap: At the next meeting, the teachers will **discuss whether** the school should introduce a new timetable.

Qoida va izoh

Ikki qoida ishlaydi. (1) «Discuss» — o'timli fe'l, to'ldiruvchini predlogsiz oladi: «discuss something», «discuss about something» emas. (2) «Discuss» dan keyin bilvosita ha/yo'q savolini odatda «whether» boshlaydi, «if» bu yerda tavsiya etilmaydi: «We discussed whether we should close the shop». «Whether or not» ham to'g'ri: «discuss whether or not to...».

Nega boshqalari noto'g'ri

- **B) discuss about whether** — «Whether» to'g'ri, lekin «discuss» fe'lidan keyin «about» ortiqcha. (Ot boshqa: «a discussion about» to'g'ri.)
- **C) discuss if or not** — «Discuss» dan keyin «if» o'rniga «whether» afzal; «if or not» shakli esa ishlatilmaydi — faqat «whether or not» bor.
- **D) discuss about if or not** — Ikkala xatoni birlashtirgan: ortiqcha «about» va noto'g'ri «if or not».

Maslahat

«If» emas, «whether» ishlating: discuss dan keyin; predlogdan keyin («It depends on whether...»); to-infinitive oldidan («I can't decide whether to go»); gap boshida ega sifatida («Whether he comes is not important»); darrov «or not» bilan. Predlogsiz fe'llarni yodlang: discuss, enter, marry, approach, resemble, lack, reach, answer.

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 86-unit «If … not and unless; if and whether; etc.», 172-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «whether and if» maqolasi
3. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «discuss» maqolasi

Manbadagi qoida: Hewings va Swan: predlogdan keyin va to-infinitive oldidan faqat whether ishlatiladi; discuss kabi fe'llardan keyin whether afzal; «whether or not» to'g'ri, lekin «or not» if'dan darhol keyin kelmaydi. Lug'at: discuss — to'ldiruvchini predlogsiz oladi (discuss sth).

Javob asosi: Predlogsiz «discuss» + «whether» — A; B ortiqcha «about», C va D «if or not» shakli tufayli xato.

4.6 IMTIHONDA TUSHGAN

To'g'ri javob: D

CONJUNCTIONS: WHILE (CONTRAST)

'While prices in the city centre have risen sharply, prices in the suburbs have stayed the same.' What does 'while' express here?

A	time (= during the time that)
B	condition (= if)
C	purpose (= so that)
D	**contrast (= whereas)** ✔

Qoida va izoh

«While» vaqt yoki zidlikni bildirishi mumkin. Bu yerda u ikki xil holatni solishtiryapti: markazda narxlar oshgan, chekka tumanlarda esa o'zgarmagan. Demak «while» = «whereas» va zidlikni bildiradi. Gapni shunday qayta yozish mumkin: «Prices in the city centre have risen sharply, whereas prices in the suburbs have stayed the same.»

Nega boshqalari noto'g'ri

- **A) time (= during the time that)** — Vaqt ma'nosi bir vaqtda sodir bo'layotgan ikki harakatni tasvirlaydi: «While I was shopping, it started to rain.» Bu yerda «bir vaqtda» g'oyasi yo'q — ikki fakt solishtirilyapti.
- **B) condition (= if)** — «While» hech qachon «if» ma'nosini bermaydi. Shart uchun «if», «as long as», «provided that» ishlatiladi.
- **C) purpose (= so that)** — «While» hech qachon maqsadni bildirmaydi.

Maslahat

«While» ning uch ma'nosi: (1) vaqt: «While I was cooking, the phone rang»; (2) zidlik (= whereas): «While my brother is tall, I am short»; (3) to'siqsizlik (= although): «While I understand your point, I disagree». Aniqlash uchun «during the time that», «whereas» yoki «although» bilan almashtirib ko'ring.

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 82-unit «Contrasts: although and though; even though / if; while, whilst and whereas», 164-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «whereas», «while» maqolalari

Manbadagi qoida: Hewings (82-unit): while, whilst va whereas ikki holatni zidlash uchun ishlatiladi; while va whilst although ma'nosida ham keladi.

Javob asosi: Markaz va chekka narxlari solishtirilgan — zidlik (D).

4.7 IMTIHONDA TUSHGAN

To'g'ri javob: B

CONJUNCTIONS: WHILE (CORRECT USE)

Which sentence uses 'while' correctly?

A While prices are rising, but salaries stay the same.

B **While food prices have gone up, fuel prices have fallen.** ✔

C While of the high prices, people still go shopping.

D Prices have risen a lot while the last year.

Qoida va izoh

«While» — subordinating conjunction, shuning uchun to'liq ergash gap (ega + kesim) boshlashi kerak: «While food prices have gone up» (ega «food prices» + kesim «have gone up»). Undan keyin qo'shimcha bog'lovchisiz bosh gap keladi: «fuel prices have fallen». Bu yerda «while» zidlikni bildiradi (= whereas).

Nega boshqalari noto'g'ri

- **A) While prices are rising, but salaries stay the same.** — Qo'sh bog'lovchi xatosi: «while» ikki gapni allaqachon bog'laydi, «but» olib tashlanishi kerak. «While» YOKI «but» — ikkalasi birga emas.
- **C) While of the high prices, people still go shopping.** — «While» dan keyin ot birikmasi («of the high prices») kelolmaydi. Ot birikmasi bilan «despite» yoki «in spite of» ishlatiladi: «Despite the high prices, ...».
- **D) Prices have risen a lot while the last year.** — «While» «the last year» kabi vaqt birikmasini boshlay olmaydi; «over / during / in the last year» ishlatiladi.

Maslahat

Bog'lovchilar (while, although, whereas) + gap; predloglar (despite, in spite of, during) + ot yoki -ing. Bitta bog'lanish uchun ikki bog'lovchini birlashtirmang (while ... but; although ... but). Imloga e'tibor: «while» /waɪl/ (bog'lovchi) va «whole» /həʊl/ (butun) boshqa-boshqa so'zlar.

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 82-unit «Contrasts: although and though; even though / if; while, whilst and whereas», 164-bet
2. Swan, M. Practical English Usage. Oxford University Press (4-nashr, 2016) — «in spite of», «during» maqolalari

Manbadagi qoida: Hewings: while — ergash gap boshlaydigan bog'lovchi (ega + kesim talab qiladi). Swan: in spite of / despite va during — predlog, ulardan keyin ot yoki -ing keladi.

Javob asosi: B — while to'liq ergash gap boshlagan, ortiqcha bog'lovchi yo'q.

4.8 IMTIHONDA TUSHGAN

To'g'ri javob: A

CONJUNCTIONS: WHILE (CONCESSION)

'While I agree that the prices are high, I think the quality is worth it.' Here 'while' is closest in meaning to ...

A	**although**	✔
B	because	
C	during	
D	unless	

Qoida va izoh

Bu gapda so'zlovchi bir fikrni qabul qiladi (narxlar baland), lekin keyin kuchliroq, qarama-qarshi fikrni beradi (sifati bunga arziydi). Bu concession (to'siqsizlik), shuning uchun «while» = «although»: «Although I agree that the prices are high, I think the quality is worth it.» To'siqsizlik ma'nosidagi «while» odatda gap boshida keladi va rasmiy yozuvda, argumentativ insholarda keng ishlatiladi.

Nega boshqalari noto'g'ri

- **B) because** — «Because» sababni bildiradi; gap «narx baland BO'LGANI UCHUN sifat arziydi» demayapti.
- **C) during** — «During» — predlog, ot bilan keladi («during the sale»); ega va kesimli gap boshlay olmaydi, gapda vaqt ma'nosi ham yo'q.
- **D) unless** — «Unless» = «if not» — inkor shart; bu yerga mos emas.

Maslahat

To'siqsizlik ma'nosidagi «while» insho yozishda juda foydali: «While some people believe that..., I would argue that...». Sinonimlari: although, though, even though, whilst (rasmiy Britaniya varianti).

Manba va asos

1. Hewings, M. Advanced Grammar in Use. 3-nashr. Cambridge University Press, 2013 — 82-unit «Contrasts: although and though; even though / if; while, whilst and whereas», 164-bet

Manbadagi qoida: Hewings (82-unit): while / whilst gap boshida although ma'nosida, bir fikrni tan olib keyin qarama-qarshi fikr berish uchun ishlatiladi.

Javob asosi: «While I agree..., I think...» — to'siqsizlik: although (A).

05-BOB · 26 TA SAVOL

Leksika

Nega bu bob kerak

Leksika bo'limida kollokatsiya va ma'no farqi ustun keldi: rumble of thunder, stick to a diet, space / area / ground / land, come across / over / about, smash / crush / snap, shed, disrupted, shrewd va daft. Har savolda so'zni o'zi emas, u bilan birga keladigan so'zlarni yodlash muhim.

5.1 IMTIHONDA TUSHGAN

To'g'ri javob: C

COLLOCATIONS: WEATHER (THUNDER)

Which collocation describes the long, low sound of thunder heard from far away?

A a clap of thunder

B a flash of thunder

C **a rumble of thunder** ✔

D a streak of thunder

Qoida va izoh

A rumble of thunder — momaqaldiroqning past, bo'g'iq va uzoq davom etadigan gumburlashi, ko'pincha uzoqdan eshitiladi. Odatiy birikmalar: a distant rumble of thunder, a low rumble of thunder, thunder rumbled in the distance.

Nega boshqalari noto'g'ri

- **A) a clap of thunder** — To'g'ri kollokatsiya, lekin ma'nosi boshqa: to'satdan, qisqa va juda kuchli qarsillash (bo'ron yaqin bo'lganda). Asosiy chalg'ituvchi shu.
- **B) a flash of thunder** — Flash faqat lightning bilan: a flash of lightning (chaqmoq chaqnashi). Momaqaldiroq ko'rinmaydi, eshitiladi.
- **D) a streak of thunder** — Streak ham lightning bilan: a streak of lightning. Thunder bilan birikmaydi.

Maslahat

Tovush va yorug'likni ajrating. THUNDER (tovush): a rumble / clap / crash / peal / roll of thunder. LIGHTNING (yorug'lik): a flash / bolt / streak / fork of lightning. Rumble = uzoq va past; clap = qisqa va keskin.

Manba va asos

1. Oxford Collocations Dictionary for Students of English. 2-nashr. Oxford University Press, 2009 — «thunder», «lightning» maqolalari
2. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «thunder» maqolasi

Manbadagi qoida: Oxford Collocations Dictionary: thunder bilan miqdor birikmalari — clap, crash, peal, roll, rumble; lightning bilan esa flash, bolt, streak, fork. Oxford Learner's misoli: «the rumble of distant thunder».

Javob asosi: Uzoqdan eshitiladigan past va davomli tovush — rumble (C). Flash va streak lightning'ga tegishli, clap esa qisqa va keskin tovush.

5.2 IMTIHONDA TUSHGAN

To'g'ri javob: A

COLLOCATIONS: WEATHER (THUNDER)

We heard a distant ___ of thunder, so we knew the storm was still miles away.

A	**rumble**	✔
B	clap	
C	flash	
D	bolt	

To'liq gap: We heard a distant **rumble** of thunder, so we knew the storm was still miles away.

Qoida va izoh

Kalit so'zlar — «distant» va «still miles away»: momaqaldiroq uzoqda, demak tovushi past, bo'g'iq va cho'ziq. Bunday tovush uchun a (distant) rumble of thunder ishlatiladi.

Nega boshqalari noto'g'ri

- **B) clap** — A clap of thunder — to'satdan, kuchli qarsillash; bo'ron yaqin bo'lganda bo'ladi, «miles away» bilan mantiqan zid.
- **C) flash** — A flash of lightning bo'ladi; flash thunder bilan ishlatilmaydi.
- **D) bolt** — A bolt of lightning (thunderbolt alohida qo'shma so'z); «a bolt of thunder» standart birikma emas.

Maslahat

Kontekstdagi ishora so'zlarni izlang: distant, low, in the distance → rumble; sudden, deafening, right above us → clap / crash. Bir otga bir nechta so'z birikkanda javobni kontekst hal qiladi.

Manba va asos

1. Oxford Collocations Dictionary for Students of English. 2-nashr. Oxford University Press, 2009 — «thunder» maqolasi
2. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «thunder» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: «the rumble of distant thunder»; «a clap / crash / roll of thunder».

Javob asosi: Gapdagi «distant» va «miles away» lug'atdagi «the rumble of distant thunder» birikmasiga to'g'ri keladi — rumble (A).

5.3 IMTIHONDA TUSHGAN

To'g'ri javob: A

WORD MEANING: SHREWD

She made a shrewd decision to sell her shares just before prices fell. Which word is closest in meaning to 'shrewd'?

A	**astute**	✔
B	reckless	
C	generous	
D	hesitant	

Qoida va izoh

Shrewd — amaliy masalalarda aqlli, vaziyatni tez tushunib, foydali qaror qabul qila oladigan (zehnli, uddaburon). Eng yaqin sinonimlari: astute, sharp, canny. Kontekst ham shuni tasdiqlaydi: narx tushishidan oldin aksiyalarni sotish — ziyrak qaror. Kollokatsiyalar: a shrewd businessman / negotiator / investor, a shrewd move / guess, a shrewd judge of character.

Nega boshqalari noto'g'ri

- **B) reckless** — Oqibatini o'ylamay, xavfga befarq; shrewd'ning deyarli aksi.
- **C) generous** — Saxiy; aql-farosatga aloqasi yo'q.
- **D) hesitant** — Ikkilanuvchan, sekin qaror qiladigan; tez va aqlli qarorga zid.

Maslahat

Shrewd odatda ijobiy, lekin biroz «hisob-kitobli» aqlni ham anglatishi mumkin. Bo'laklar bilan yodlang: a shrewd guess (to'g'ri chiqishi ehtimoli katta taxmin), a shrewd move, shrewd judgement.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «shrewd» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «shrewd» maqolasi

Manbadagi qoida: Lug'atlar: shrewd — vaziyatni yaxshi tushunadigan va to'g'ri, foydali qaror chiqara oladigan (sinonimi: astute).

Javob asosi: Narx tushishidan oldin aksiyalarni sotish — ziyrak qaror; ma'nosi eng yaqin so'z astute (A).

5.4 IMTIHONDA TUSHGAN

To'g'ri javob: B

SYNONYMS: DAFT

Which word is closest in meaning to 'daft' in: 'Don't be daft — of course you can come with us!'?

A deaf

B **silly** ✔

C brave

D rude

Qoida va izoh

Daft /dɑːft/ — norasmiy, asosan Britaniya ingliz tilidagi sifat: tentak, ahmoqona, aqlsiz. «Don't be daft!» — juda keng tarqalgan do'stona ibora, «Don't be silly!» (bekor gap qilma!) degani; masalan, kimdir taklif qilinmaganidan xavotirlanganda aytiladi. Boshqa qo'llanishlar: «a daft idea», «It was a daft thing to do», «as daft as a brush» (juda tentak).

Nega boshqalari noto'g'ri

- **A) deaf** — Imlo va talaffuz tuzog'i: deaf /def/ — kar, eshitmaydigan; tentaklikka aloqasi yo'q.
- **C) brave** — Jasur, xavfdan qo'rqmaydigan; aloqasi yo'q.
- **D) rude** — Qo'pol, odobsiz; odam qo'pol bo'lmasdan ham daft bo'lishi mumkin.

Maslahat

Adashtirmang: daft /dɑːft/ (tentak), deaf /def/ (kar), draft /drɑːft/ (qoralama). «Silly» ning Britaniyacha norasmiy sinonimlari: daft, barmy, dotty, potty.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «daft» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «daft» maqolasi

Manbadagi qoida: Lug'atlar: daft (BrE, informal) — silly, not sensible (tentak, aqlsiz).

Javob asosi: «Don't be daft!» = «Don't be silly!» — silly (B).

5.5 IMTIHONDA TUSHGAN

To'g'ri javob: D

SYNONYMS: DAFT

Which group contains only synonyms of 'daft'?

A clever, wise, sharp

B deaf, mute, blind

C shy, timid, quiet

D **silly, foolish, stupid** ✔

Qoida va izoh

Daft — tentak, aqlsiz, shuning uchun sinonimlari: silly, foolish, stupid. Boshqa sinonimlar: idiotic, (g'oya yoki reja uchun) ridiculous, absurd. «Silly» va «foolish» ohangi eng yaqin; «stupid» kuchliroq va odamga nisbatan qo'pol eshitilishi mumkin.

Nega boshqalari noto'g'ri

- **A) clever, wise, sharp** — Bular daft'ning antonimlari — aqlli, oqil odamni tasvirlaydi.
- **B) deaf, mute, blind** — Eshitish, nutq va ko'rish nuqsonlarini bildiradi; «deaf» — daft'ga o'xshagan imlo tuzog'i.
- **C) shy, timid, quiet** — Xarakterni (ishonchsizlik, tortinchoqlik) tasvirlaydi, tentaklikni emas.

Maslahat

Sinonim savollarida guruhdagi HAR bir so'z mosligini tekshiring — bitta noto'g'ri so'z butun guruhni xato qiladi. So'z oilalarini yodlang: silly → silliness, foolish → foolishness / fool, stupid → stupidity, daft → daftness.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «daft», «silly», «foolish» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «daft» maqolasi

Manbadagi qoida: Lug'atlar: daft — silly, foolish, not sensible.

Javob asosi: Faqat silly, foolish, stupid guruhi daft'ning sinonimlari (D).

5.6 IMTIHONDA TUSHGAN

To'g'ri javob: A

SYNONYMS: DEAF

Which expression is the most polite and neutral synonym of 'deaf' when describing a person who cannot hear well?

A	**hard of hearing**	✔
B	daft	
C	dumb	
D	absent-minded	

Qoida va izoh

Hard of hearing — qisman kar, yaxshi eshitmaydigan. Bu xushmuomala, neytral ibora, ko'pincha keksa odamlar haqida ishlatiladi: «My grandfather is a little hard of hearing.» Yana bir neytral sinonim — «hearing-impaired». «Deaf» so'zining o'zi ham neytral va keng qabul qilingan.

Nega boshqalari noto'g'ri

- **B) daft** — Tentak (norasmiy Britaniya so'zi); imlo tuzog'i, deaf'ning sinonimi emas.
- **C) dumb** — Gapira olmaydigan ma'nosidagi eskirgan so'z, bu ma'noda hozir haqoratli hisoblanadi. Norasmiy Amerika tilida «ahmoq» degani. Eshitmaslikni bildirmaydi.
- **D) absent-minded** — Parishonxotir, unutuvchan; eshitishga aloqasi yo'q.

Maslahat

«Deaf» iboralarini ham yodlang: turn a deaf ear to something (ataylab e'tibor bermaslik), fall on deaf ears (e'tiborsiz qolmoq), stone deaf (butunlay kar). Talaffuz: deaf /def/, /diːf/ emas.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «hard of hearing», «deaf», «dumb» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «hard of hearing» maqolasi

Manbadagi qoida: Lug'atlar: hard of hearing — yaxshi eshitmaydigan, qisman kar (neytral ibora); dumb (gapira olmaydigan ma'nosida) — eskirgan va haqoratli deb belgilangan.

Javob asosi: Xushmuomala, neytral sinonim — hard of hearing (A).

5.7 IMTIHONDA TUSHGAN

To'g'ri javob: C

SYNONYMS: DAFT

Which word is a synonym of 'daft'?

A naive

B clumsy

C **foolish** ✔

D timid

Qoida va izoh

Daft (norasmiy, asosan Britaniya) — tentak, aqlsiz, noto'g'ri mulohaza qiladigan: «a daft idea», «Don't be daft!». Eng yaqin sinonimlari: foolish, silly, stupid. «Foolish» aynan shu sifatni bildiradi — bu yerda sinonim shu.

Nega boshqalari noto'g'ri

- **A) naive** — Haddan tashqari ishonuvchan yoki hayotiy tajribasi kam, shuning uchun hamma narsaga oson ishonadigan: «It was naive of me to think he would pay me back.» Sodda odam juda aqlli bo'lishi ham mumkin — u shunchaki tajribasiz. Eng yaqin chalg'ituvchi, lekin sinonim emas.
- **B) clumsy** — Qo'pol harakatli, narsalarni tez-tez tushirib yoki sindirib qo'yadigan: «I'm so clumsy — I've broken another cup.» Aql yoki mulohaza haqida emas, jismoniy harakat haqida.
- **D) timid** — Tortinchoq, tez qo'rqadigan; tentaklikni emas, ishonchsizlikni bildiradi.

Maslahat

Ko'p adashtiriladigan sifatlarni ajrating: daft / foolish / silly = noto'g'ri mulohaza; naive = tajribasiz, haddan tashqari ishonuvchan; clumsy = harakatda qo'pol; gullible = oson aldanadigan (naive'ga yaqin).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «daft», «naive», «clumsy», «timid» maqolalari

Manbadagi qoida: Lug'atlar: daft — silly, foolish; naive — tajribasi kam, oson ishonuvchan; clumsy — harakatda qo'pol, narsalarni tushirib yuboradigan; timid — tortinchoq.

Javob asosi: Daft'ning sinonimi — foolish (C).

5.8 IMTIHONDA TUSHGAN

To'g'ri javob: C

PHRASAL VERBS: COME ACROSS / COME OVER / COME ABOUT

While I was clearing out the attic, I ___ some old letters from my grandfather.

A came over

B came about

C **came across** ✔

D came round

To'liq gap: While I was clearing out the attic, I **came across** some old letters from my grandfather.

Qoida va izoh

Come across something/somebody — tasodifan topib olmoq yoki uchratib qolmoq. Sinonimlari: stumble upon, (odam uchun) run into. Ikkinchi ma'nosi: come across as — taassurot qoldirmoq («He comes across as arrogant»). Gapda so'zlovchi tozalash paytida xatlarni kutilmaganda topgan — came across.

Nega boshqalari noto'g'ri

- **A) came over** — Come over — kimnikigadir mehmonga kelmoq yoki (his-tuyg'u) birdan qamrab olmoq. «Came over some letters» ma'nosiz.
- **B) came about** — Come about — sodir bo'lmoq; o'timsiz, «some letters» kabi to'ldiruvchi ololmaydi.
- **D) came round** — Come round — mehmonga kirmoq, hushiga kelmoq, fikrini o'zgartirmoq; hech biri mos emas.

Maslahat

Uchtasi: come ACROSS = tasodifan topmoq / taassurot qoldirmoq; come OVER = mehmonga kelmoq / (tuyg'u) birdan qamrab olmoq; come ABOUT = sodir bo'lmoq.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «come across», «come over», «come about» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «come across» maqolasi

Manbadagi qoida: Lug'atlar: come across sb/sth — tasodifan uchratib qolmoq yoki topmoq; come across as — taassurot qoldirmoq.

Javob asosi: Xatlar kutilmaganda topilgan — came across (C).

5.9 IMTIHONDA TUSHGAN

To'g'ri javob: D

PHRASAL VERBS: COME ACROSS / COME OVER / COME ABOUT

A sudden feeling of panic ___ her when she opened the exam paper.

A came across

B came about

C came off

D **came over** ✔

To'liq gap: A sudden feeling of panic **came over** her when she opened the exam paper.

Qoida va izoh

Come over somebody — his-tuyg'u kimnidir birdan qamrab olishi: «A wave of tiredness came over me». Mashhur ibora: «I don't know what came over him» — unga nima bo'lganini (nega g'alati tutganini) bilmayman. Bu yerda panic (tuyg'u) uni (her) birdan qamrab oldi — came over.

Nega boshqalari noto'g'ri

- **A) came across** — «Came across her» — uni tasodifan topdi degan ma'no; tuyg'u odamni «topmaydi».
- **B) came about** — Come about — sodir bo'lmoq, o'timsiz; «her» to'ldiruvchisini ololmaydi.
- **C) came off** — Come off — muvaffaqiyatli chiqmoq (The plan came off) yoki ajralib tushmoq (A button came off); tuyg'ular uchun ishlatilmaydi.

Maslahat

«What's come over you?» = senga nima bo'ldi, nega g'alati qilyapsan? Qolip: [tuyg'u] + come over + [odam].

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «come over», «come across», «come off» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «come over» maqolasi

Manbadagi qoida: Lug'atlar: come over sb — (his-tuyg'u) kimnidir birdan qamrab olmoq; «I don't know what came over me»; shuningdek mehmonga kelmoq.

Javob asosi: Panic (tuyg'u) uni birdan qamrab oldi — came over (D).

5.10 IMTIHONDA TUSHGAN

To'g'ri javob: B

PHRASAL VERBS: COME ACROSS / COME OVER / COME ABOUT

Nobody can explain exactly how the misunderstanding ___.

A came across

B **came about** ✔

C came over

D came round

To'liq gap: Nobody can explain exactly how the misunderstanding **came about**.

Qoida va izoh

Come about — sodir bo'lmoq, ko'pincha rejalashtirilmagan holda. O'timsiz (to'ldiruvchi olmaydi) va ko'p hollarda «how» dan keyin keladi: «How did it come about that...?». Sinonimlari: happen, arise, occur. Bo'shliq gap oxirida, to'ldiruvchisiz, ma'no «qanday sodir bo'lgan» — came about.

Nega boshqalari noto'g'ri

- **A) came across** — Come across to'ldiruvchi (came across a letter) yoki «as» talab qiladi; gapni yakunlay olmaydi.
- **C) came over** — Come over tuyg'u haqida bo'lsa odamni to'ldiruvchi sifatida talab qiladi yoki «mehmonga kelmoq» degani; ikkalasi ham mos emas.
- **D) came round** — Come round — mehmonga kirmoq, hushiga kelmoq, fikrini o'zgartirmoq; anglashilmovchilikka mos emas.

Maslahat

Bo'shliq gap oxirida, to'ldiruvchisiz va ma'no «sodir bo'ldi» bo'lsa — come about. Kauzativ jufti: bring about («The new law brought about many changes»).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «come about» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «come about» maqolasi

Manbadagi qoida: Lug'atlar: come about — sodir bo'lmoq (ko'pincha «How did it come about...?» qolipida); o'timsiz fe'l.

Javob asosi: Gap oxirida to'ldiruvchisiz, «qanday sodir bo'lgan» ma'nosida — came about (B).

5.11 IMTIHONDA TUSHGAN

To'g'ri javob: A

WORD CHOICE: DISRUPT / DISTRACT / DETACH

The power supply was ___ for three hours after the storm damaged the lines.

A	**disrupted**	✔
B	distracted	
C	detached	
D	dismissed	

To'liq gap: The power supply was **disrupted** for three hours after the storm damaged the lines.

Qoida va izoh

Disrupt — xizmat, tizim yoki faoliyatni uzib qo'ymoq, normal davom etishiga to'sqinlik qilmoq. «Power supplies were disrupted» — elektr bir muddat uzilganini (tok uzilganini) aytishning standart usuli. Kollokatsiyalar: disrupt the power supply / traffic / services / flights / a lesson. Boshqa tabiiy variantlar: the power was cut off, there was a power cut / outage.

Nega boshqalari noto'g'ri

- **B) distracted** — Diqqati chalg'igan (distracted by the noise); odamlar uchun, tizim yoki ta'minot uchun emas.
- **C) detached** — Jismonan ajratilgan (a detached house) yoki befarq (a detached attitude); to'xtagan xizmatni bildirmaydi.
- **D) dismissed** — Ishdan bo'shatilgan yoki fikr rad etilgan; elektrga mos emas.

Maslahat

dis- + rupt (lotincha «sindirmoq») — oqimni buzmoq. Imlo tuzog'i: to'g'risi «disrupted», «dis» dan keyin ortiqcha t yo'q; «distrupted» — xato yozuv.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «disrupt», «distract», «detach», «dismiss» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «disrupt» maqolasi

Manbadagi qoida: Lug'atlar: disrupt — tizim, faoliyat yoki jarayonni normal davom etishiga to'sqinlik qilib, uzib qo'ymoq (transport, xizmatlar, ta'minot).

Javob asosi: Elektr ta'minoti uch soat uzilgan — disrupted (A); distract diqqat, detach ajratish, dismiss bo'shatish/rad etish bilan bog'liq.

5.12 IMTIHONDA TUSHGAN

To'g'ri javob: A

WORD CHOICE: SPACE / AREA / GROUND / LAND

This old wardrobe takes up a lot of ___ in the bedroom.

A	**space**	✔
B	area	
C	ground	
D	land	

To'liq gap: This old wardrobe takes up a lot of **space** in the bedroom.

Qoida va izoh

Space (sanalmaydigan) — foydalanish mumkin bo'lgan bo'sh joy. Tipik kollokatsiyalar: take up a lot of space, save space, plenty of space, make space for something, storage space. Katta shkaf yotoqxonadagi bo'sh joyni egallaydi — «takes up a lot of space» tabiiy birikma.

Nega boshqalari noto'g'ri

- **B) area** — Area odatda sanaladigan: joyning bir qismi («a parking area») yoki o'lchangan yuza (m²). «A lot of area» g'alati eshitiladi, «take up area» kollokatsiya emas.
- **C) ground** — Yer yuzasi («sit on the ground»); uy ichidagi joy uchun ishlatilmaydi.
- **D) land** — Egalik qilinadigan yoki dehqonchilik / qurilish uchun ishlatiladigan yer; ochiq havodagi mulk, yotoqxona ichidagi joy emas.

Maslahat

Xona, mashina yoki sumka ichidagi joy haqida — doim «space»: «There isn't enough space in the boot», «We need more storage space». Imtihonda «a lot of ...» dan keyin variantlar space / area / ground / land edi — keyingi savollar har birini o'z kontekstida mashq qildiradi.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «space», «area», «ground», «land» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: space (sanalmaydigan) — foydalanish mumkin bo'lgan bo'sh joy; take up space birikmasi; area — odatda sanaladigan (joyning qismi yoki o'lchangan yuza).

Javob asosi: Shkaf joy egallaydi — takes up a lot of space (A).

5.13 IMTIHONDA TUSHGAN

To'g'ri javob: C

WORD CHOICE: SPACE / AREA / GROUND / LAND

The lecture covered a lot of ___, from Chomsky's theories to modern task-based learning.

A	space	
B	area	
C	**ground**	✔
D	land	

To'liq gap: The lecture covered a lot of **ground**, from Chomsky's theories to modern task-based learning.

Qoida va izoh

Cover a lot of ground — qat'iy ibora: ko'p mavzuni qamrab olmoq yoki ko'p ma'lumot bermoq; ba'zan uzoq masofa bosib o'tmoq. Ma'ruza Chomsky'dan TBLT'gacha ko'p mavzuni qamragan — aynan shu ibora mos.

Nega boshqalari noto'g'ri

- **A) space** — «Cover a lot of space» ibora emas va mavzularni qamrab olishni bildirmaydi.
- **B) area** — «Cover a large area» bor, lekin jismoniy ma'noda (o'rmon katta maydonni egallaydi). «A lot of area» g'ayritabiiy va mavzular haqida emas.
- **D) land** — «Cover a lot of land» faqat jismoniy ma'noga ega; ma'ruzani tasvirlay olmaydi.

Maslahat

«Ground» bilan asosiy iboralar: cover a lot of ground (ko'p mavzuni qamramoq), gain ground (ommalashmoq), lose ground (mavqeini yo'qotmoq), common ground (umumiy fikr), break new ground (yangilik qilmoq), stand your ground (o'z fikrida turmoq).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «ground» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «cover ground» maqolasi

Manbadagi qoida: Lug'atlar: cover a lot of ground — ko'p mavzu yoki ma'lumotni qamrab olmoq; uzoq masofa bosmoq.

Javob asosi: Ma'ruza ko'p mavzuni qamragan — covered a lot of ground (C).

5.14 IMTIHONDA TUSHGAN

To'g'ri javob: B

WORD CHOICE: SPACE / AREA / GROUND / LAND

The ___ of a rectangle is found by multiplying its length by its width.

A	space	
B	**area**	✔
C	ground	
D	land	

To'liq gap: The area of a rectangle is found by multiplying its length by its width.

Qoida va izoh

Area — tekis yuza o'lchami, kvadrat birliklarda (m², km²) o'lchanadi. Matematikada: «The area of a rectangle = length × width» (to'g'ri to'rtburchak yuzi). Area yana joyning bir qismi (a residential area) va bilim sohasi (an area of expertise) ma'nolarida ham ishlatiladi — bu ma'nolarda odatda sanaladigan.

Nega boshqalari noto'g'ri

- **A) space** — Bo'sh joy (ko'pincha uch o'lchamli) yoki koinot; yuza o'lchamining matematik atamasi emas.
- **C) ground** — Yer yuzasi yoki tuproq; o'lchov emas.
- **D) land** — Egalik qilinadigan yer yoki dengizning aksi (quruqlik); geometriya atamasi emas.

Maslahat

Area = o'lchangan yuza (m²) yoki ma'lum qism / soha. Space = foydalanish uchun bo'sh joy. Solishtiring: «The flat has an area of 60 m²» (o'lchov) va «The flat has a lot of space» (yashash va harakat uchun joy).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «area» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: area — sirt yuzi o'lchami (masalan, m² da); joyning qismi; faoliyat yoki bilim sohasi.

Javob asosi: To'g'ri to'rtburchak yuzi — area (B).

5.15 IMTIHONDA TUSHGAN

To'g'ri javob: D

WORD CHOICE: SPACE / AREA / GROUND / LAND

His family owns a lot of ___ in the countryside, where they grow cotton and wheat.

A space

B area

C ground

D **land** ✔

To'liq gap: His family owns a lot of **land** in the countryside, where they grow cotton and wheat.

Qoida va izoh

Land (sanalmaydigan) — mulk sifatida egalik qilinadigan yoki dehqonchilik / qurilish uchun ishlatiladigan yer. Kollokatsiyalar: own / buy / sell land, a piece / plot of land, farmland, agricultural land. Paxta va bug'doy ekiladigan yerga egalik — «owning a lot of land».

Nega boshqalari noto'g'ri

- **A) space** — Foydalanish uchun bo'sh joy; «own a lot of space» dehqonchilik yerini bildirmaydi.
- **B) area** — Area odatda sanaladigan; «own a lot of area» g'ayritabiiy. «Own a large area of farmland» deyish mumkin, lekin «a lot of area» emas.
- **C) ground** — Yer yuzasi yoki tuproq («The ground is wet»). «Own a lot of ground» odatiy emas. Ko'plikdagi «grounds» katta bino atrofidagi hududni bildiradi («the school grounds»).

Maslahat

Land = mulk, dehqonchilik, qurilish yoki dengizning aksi («After weeks at sea, they saw land»). Ground = oyoq ostidagi yuza («fall to the ground») va ko'plab iboralar. Narsa egalik qilinsa, sotib olinsa, sotilsa yoki ekilsa — «land».

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «land» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: land — egalik qilinadigan, dehqonchilik yoki qurilish uchun ishlatiladigan yer (own / buy / sell land); dengizga nisbatan quruqlik.

Javob asosi: Paxta va bug'doy ekiladigan, oilaga tegishli yer — land (D).

5.16 IMTIHONDA TUSHGAN

To'g'ri javob: A

WORD CHOICE: SPACE / AREA / GROUND / LAND

Yuri Gagarin was the first person to travel into ___.

A	**space**	✔
B	area	
C	ground	
D	land	

To'liq gap: Yuri Gagarin was the first person to travel into **space**.

Qoida va izoh

Space yana koinot (outer space) ma'nosini bildiradi — Yer atmosferasidan tashqaridagi yulduz va sayyoralar maydoni. Bu ma'noda artiklsiz: «travel into space», «live in space», «send a satellite into space», shuningdek «a space station», «space exploration». Gagarinning 1961 yilgi parvozi — insonning koinotga birinchi sayohati.

Nega boshqalari noto'g'ri

- **B) area** — Area aniqlovchi so'z va artikl talab qiladi («into the area», «into a restricted area»); hech qachon koinotni bildirmaydi.
- **C) ground** — «Into the ground» — yer ostiga kirish; aksi yo'nalish.
- **D) land** — «Travel into land» tabiiy ibora emas. Land — dengizning aksi, Yerning aksi emas.

Maslahat

Space'ning ikki asosiy ma'nosi: (1) sanalmaydigan bo'sh joy («a lot of space»); (2) koinot, artiklsiz («in space»). Sanaladigan «a space» — aniq bo'shliq yoki joy: «a parking space», «Leave a space between words».

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «space» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: space — Yer atmosferasidan tashqaridagi koinot; bu ma'noda artiklsiz (travel into space).

Javob asosi: Gagarin koinotga uchgan — space (A).

5.17 IMTIHONDA TUSHGAN

To'g'ri javob: C

WORD CHOICE: SPACE / AREA / GROUND / LAND

The opposition party has been gaining ___ in recent opinion polls.

A space

B area

C **ground** ✔

D land

To'liq gap: The opposition party has been gaining **ground** in recent opinion polls.

Qoida va izoh

Gain ground — ibora: ommalashmoq, muvaffaqiyatga erishmoq, qabul qilinmoq yoki raqiblarga nisbatan oldinga siljimoq. So'rovlarda ko'proq qo'llab-quvvatlanayotgan partiya «is gaining ground». Aksi — «lose ground».

Nega boshqalari noto'g'ri

- **A) space** — «Gain space» ibora emas, ommalashishga aloqasi yo'q.
- **B) area** — «Gain area» kollokatsiya emas.
- **D) land** — «Gain land» faqat so'zma-so'z ma'noda (hudud egallash); so'rovlardagi ommalashishni bildirmaydi.

Maslahat

To'rt so'zning xulosasi: space = bo'sh joy / koinot; area = o'lchangan yuza / joy qismi / soha (odatda sanaladigan); ground = yer yuzasi + iboralar (cover, gain, lose, common, break new ground); land = mulk, ekin yeri, dengizning aksi. Taraqqiyot, mavzu yoki kelishuv haqidagi iboralarda deyarli doim «ground».

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «ground» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «gain ground» maqolasi

Manbadagi qoida: Lug'atlar: gain ground — ommalashmoq, muvaffaqiyatga erishmoq, raqiblarga nisbatan oldinga siljimoq; aksi — lose ground.

Javob asosi: So'rovlarda qo'llab-quvvatlash ortmoqda — gaining ground (C).

5.18 IMTIHONDA TUSHGAN

To'g'ri javob: C

VERBS OF BREAKING: SMASH / CRUSH / SNAP

The thieves ___ the shop window and took the jewellery.

A crushed

B snapped

C **smashed** ✔

D tore

To'liq gap: The thieves **smashed** the shop window and took the jewellery.

Qoida va izoh

Smash — biror narsani zo'ravonlik bilan, shovqin bilan ko'p bo'laklarga sindirmoq. Shisha buyumlar uchun tipik fe'l: smash a window, smash a glass, smash a plate. O'g'rilar do'kon oynasini kuch bilan sindirishi — klassik kontekst. Shisha uchun «shatter» ham ishlatiladi, lekin u variantlarda yo'q.

Nega boshqalari noto'g'ri

- **A) crushed** — Crush — biror narsani yassilangunicha yoki singuncha qattiq siqmoq (crush a can, crush garlic); do'konga bostirib kirishda oyna «crush» qilinmaydi.
- **B) snapped** — Snap — to'satdan, keskin ovoz bilan sinmoq, odatda uzun va ingichka narsa (tayoq, qalam, arqon); oyna uzun va ingichka emas.
- **D) tore** — Tear — qog'oz yoki mato tortib yirtiladi (tear a page, tear your jeans); shisha uchun ishlatilmaydi.

Maslahat

Fe'lni material va sinish usuliga moslang: shisha → smash / shatter; uzun va ingichka narsa → snap; siqib yassilangan → crush; qog'oz yoki mato → tear / rip; chiziq paydo bo'ladi, lekin narsa butun qoladi → crack («a cracked window»).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «smash», «crush», «snap», «tear» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: smash — biror narsani shovqin bilan, zo'r berib bo'laklarga sindirmoq (smash a window); crush — siqib yassilamoq; snap — keskin ovoz bilan ikkiga sinmoq.

Javob asosi: Do'kon oynasi sindirilgan — smashed (C).

5.19 IMTIHONDA TUSHGAN

To'g'ri javob: A

VERBS OF BREAKING: SMASH / CRUSH / SNAP

Empty cans are ___ flat before they are recycled.

A	**crushed**	✔
B	smashed	
C	snapped	
D	torn	

To'liq gap: Empty cans are **crushed** flat before they are recycled.

Qoida va izoh

Crush — biror narsani katta kuch bilan siqib, yassi, singan yoki shikastlangan holga keltirmoq. Kollokatsiyalar: crush cans, crush ice, crush garlic, be crushed in a crowd. «Crushed flat» juda keng tarqalgan. Qayta ishlashdan oldin bankalar zarba bilan bo'laklanmaydi, siqiladi — «crushed».

Nega boshqalari noto'g'ri

- **B) smashed** — Smash — zarba bilan bo'laklarga sindirish; metall bankalar bo'laklanmaydi, «smashed flat» odatiy kollokatsiya emas.
- **C) snapped** — Snap — ikkiga sinadigan uzun, ingichka, qattiq narsalar (tayoq, qalam, suyak) uchun; yassilashni bildirmaydi.
- **D) torn** — Tear — tortib yirtiladigan qog'oz va mato uchun; metall bankalarga ishlatilmaydi.

Maslahat

Crush'ning ko'chma ma'nolari: crush a rebellion (qo'zg'olonni bostirmoq), a crushing defeat (og'ir mag'lubiyat), «have a crush on someone» (kimgadir ko'ngil qo'ymoq, norasmiy).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «crush», «smash», «snap» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: crush — biror narsani qattiq siqib, shikastlamoq yoki yassilamoq.

Javob asosi: Bankalar yassilanadi — crushed flat (A).

5.20 IMTIHONDA TUSHGAN

To'g'ri javob: D

VERBS OF BREAKING: SMASH / CRUSH / SNAP

He leaned too hard on the old wooden stick, and it ___ in two.

A smashed

B crushed

C torn

D **snapped** ✔

To'liq gap: He leaned too hard on the old wooden stick, and it **snapped** in two.

Qoida va izoh

Snap — to'satdan, odatda qisqa keskin ovoz bilan sinmoq. Uzun, ingichka, qattiq narsalar uchun ishlatiladi: tayoq, novda, qalam, suyak, arqon, kabel. «Snap in two / in half» kollokatsiyasi juda keng tarqalgan: «The branch snapped in two.»

Nega boshqalari noto'g'ri

- **A) smashed** — Smash — shisha yoki chinni buyumni zarba bilan ko'p bo'laklarga sindirish; bosim ostida ikkiga sinadigan yog'och tayoq «smashed» bo'lmaydi.
- **B) crushed** — Crush — siqib yassilash; tayoq yassi bo'lmaydi.
- **C) torn** — Tear — qog'oz yoki mato tortib yirtilganda; yog'och bu ma'noda yirtilmaydi.

Maslahat

Snap'ning boshqa ma'nolari: to'satdan jahl bilan gapirmoq («Don't snap at me!»), tez suratga olmoq («snap a picture»), barmoq qisirlatmoq («snap your fingers»). Sinish uchun: snap = uzun va ingichka + to'satdan + keskin ovoz.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «snap», «smash», «crush» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: snap — (ingichka, qattiq narsa) to'satdan, keskin ovoz bilan sinmoq; snap in two / in half.

Javob asosi: Yog'och tayoq ikkiga singan — snapped (D).

5.21 IMTIHONDA TUSHGAN

To'g'ri javob: A

WORD MEANING: SHED (VERB)

Which is the correct definition of 'shed' in the sentence 'Many trees shed their leaves in autumn'?

A	**to drop or lose something naturally**	✔
B	to grow something new and fresh	
C	to store something in a small building	
D	to cut something into small pieces	

Qoida va izoh

Fe'l sifatida shed (shed – shed – shed) — biror narsani tabiiy ravishda yo'qotmoq yoki tushirmoq, chunki u o'zi tushadi yoki endi kerak emas. Daraxtlar barg to'kadi, ilonlar po'st tashlaydi, itlar tuk to'kadi. Kengaytirilgan ma'noda — keraksiz narsadan qutulmoq: shed weight / a few kilos (vazn tashlamoq), shed jobs (ish o'rinlarini qisqartirmoq), shed your image.

Nega boshqalari noto'g'ri

- **B) to grow something new and fresh** — Bu teskarisi. Daraxtlar bahorda yangi barg chiqaradi, kuzda esa to'kadi.
- **C) to store something in a small building** — Bu fe'lni «a shed» (asbob saqlanadigan kichik bino) oti bilan adashtirish; otdan «saqlamoq» ma'noli fe'l yo'q.
- **D) to cut something into small pieces** — Bu «shred» (r bilan): «shred paper», «shredded cheese» — mayda tasmalarga kesmoq. Imlo tuzog'i.

Maslahat

Adashtirmang: shed (to'kmoq, tashlamoq), shred (mayda kesmoq) va shred oti «a shred of evidence» (juda oz miqdor). Keng tarqalgan kollokatsiyalar: shed leaves / skin / hair, shed tears (yig'lamoq), shed blood (qon to'kmoq), shed light on (oydinlashtirmoq), shed weight / pounds (ozmoq), shed jobs (xodimlarni qisqartirmoq).

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «shed», «shred» maqolalari

Manbadagi qoida: Oxford Learner's Dictionaries: shed (fe'l) — barg, teri, tuk kabi narsalarni tabiiy ravishda to'kmoq / tashlamoq; keraksiz narsadan qutulmoq (shed jobs, shed weight). Shred — mayda bo'laklarga kesmoq.

Javob asosi: Daraxtlar barg to'kadi — A.

5.22 IMTIHONDA TUSHGAN

To'g'ri javob: B

WORD MEANING: SHED (NOUN)

'He keeps his garden tools in the shed.' Here 'shed' means ...

A a large farm building for animals

B **a small simple building for storage** ✔

C an underground room below a house

D a covered entrance in front of a house

Qoida va izoh

Ot sifatida «a shed» — odatda yog'och yoki metalldan qilingan kichik, oddiy bino, bog' asboblari, velosiped yoki o'tin saqlash uchun (shiypon, omborxona). Odatda bog' yoki hovlida bo'ladi: «a garden shed», «a tool shed», «a bike shed».

Nega boshqalari noto'g'ri

- **A) a large farm building for animals** — Bu barn (hayvon, pichan yoki don uchun katta ferma binosi) yoki stable (otxona). Shed kichik bo'ladi.
- **C) an underground room below a house** — Bu cellar yoki basement (yerto'la).
- **D) a covered entrance in front of a house** — Bu porch (ayvon, kirish oldidagi yopiq joy).

Maslahat

Bino so'zlarini guruh bilan yodlang: shed (kichik omborxona), barn (katta ferma binosi), stable (otxona), garage (avtomobil uchun), cellar / basement (yerto'la), attic / loft (tom osti), porch (ayvon). Imtihon savolida «shed» ot (bino) yoki fe'l (to'kmoq) ekanini tekshiring.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «shed» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: shed (ot) — narsalarni saqlash uchun kichik oddiy bino (garden shed, tool shed).

Javob asosi: Bog' asboblari saqlanadigan joy — B.

5.23 IMTIHONDA TUSHGAN

To'g'ri javob: D

COLLOCATIONS: SHED

Which collocation with 'shed' means 'to help to explain something that was not clear'?

A shed tears

B shed skin

C shed jobs

D **shed light on** ✔

Qoida va izoh

Shed light on something — yangi ma'lumot berib, biror narsani aniqroq yoki tushunarliroq qilmoq (oydinlik kiritmoq): «The new study sheds light on the causes of the disease.» O'xshash ibora — «throw light on». Metafora: yorug'lik qorong'i yoki yashirin narsani ko'rishga yordam beradi.

Nega boshqalari noto'g'ri

- **A) shed tears** — Yig'lamoq: «She shed a few tears at the wedding.»
- **B) shed skin** — Ilon va ba'zi hayvonlarning eski po'stini tashlashi: «Snakes shed their skin several times a year.»
- **C) shed jobs** — Xodimlar sonini qisqartirmoq: «The factory plans to shed 200 jobs.»

Maslahat

«Shed» fe'lining barcha ma'nolarida bitta g'oya bor: nimadir ajralib tushadi yoki qo'yib yuboriladi (barg, po'st, ko'z yosh, ish o'rni, vazn) yoki yorug'lik taraladi. Guruh qilib yodlang: shed light on, shed tears, shed blood, shed skin, shed jobs, shed weight / pounds.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «shed» maqolasi
2. Cambridge Dictionary (dictionary.cambridge.org) — «shed light on» maqolasi

Manbadagi qoida: Lug'atlar: shed light on sth — biror narsani tushunarliroq qilmoq, oydinlik kiritmoq.

Javob asosi: D — shed light on.

5.24 IMTIHONDA TUSHGAN

To'g'ri javob: A

COLLOCATIONS: DIET

I'm finding it really hard to ___ to my diet.

A	**stick**	✔
B	stay	
C	maintain	
D	remain	

To'liq gap: I'm finding it really hard to **stick** to my diet.

Qoida va izoh

Stick to something — biror narsani (reja, qoida, qaror) davom ettirmoq, ayniqsa qiyin bo'lsa ham unga amal qilmoq. «Stick to a diet» — standart kollokatsiya (parhezga amal qilmoq): «It's hard to stick to a diet during the holidays.» Boshqa qo'llanishlar: stick to a plan, stick to the rules, stick to your decision, stick to the point.

Nega boshqalari noto'g'ri

- **B) stay** — «Stay» «to» bilan emas, «on» bilan birikadi: «stay on a diet» to'g'ri, «stay to my diet» xato.
- **C) maintain** — «Maintain» — o'timli fe'l, to'ldiruvchini predlogsiz oladi: «maintain a healthy diet». «Maintain to» xato.
- **D) remain** — «Remain to my diet» — kollokatsiya emas.

Maslahat

Diet kollokatsiyalari: go on a diet (boshlamoq), be on a diet (hozir parhezda), stick to / keep to / stay on a diet (davom ettirmoq), come off a diet (to'xtatmoq), follow a diet, a balanced / healthy / strict diet. Imtihonda variantlar keep, stay, stick va maintain edi: Britaniya ingliz tilida «keep to a diet» ham bor, lekin «stick to» eng kuchli va keng tarqalgan kollokatsiya — imtihonda «stick» ni tanlang.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «stick to», «diet» maqolalari
2. Cambridge Dictionary (dictionary.cambridge.org) — «stick to» maqolasi

Manbadagi qoida: Lug'atlar: stick to sth — biror reja, qoida yoki qarorni o'zgartirmay davom ettirmoq. Oxford Learner's «diet» kollokatsiya bloki: be on / go on / follow a diet.

Javob asosi: «stick to my diet» — standart kollokatsiya (A).

5.25 IMTIHONDA TUSHGAN

To'g'ri javob: C

COLLOCATIONS: DIET

My doctor told me to go ___ a diet and eat less sugar.

A in

B at

C **on** ✔

D to

To'liq gap: My doctor told me to go **on** a diet and eat less sugar.

Qoida va izoh

Qat'iy kollokatsiya — «go on a diet»: kamroq yoki faqat ma'lum ovqat yeyishni boshlamoq, odatda ozish yoki sog'liq uchun (parhezga o'tmoq). «Be on a diet» — hozir parhezda bo'lish: «No cake for me, thanks — I'm on a diet.» «Come off a diet» — to'xtatish.

Nega boshqalari noto'g'ri

- **A) in** — «Go in a diet» kollokatsiya emas; bu ma'noda «diet» bilan «in» ishlatilmaydi.
- **B) at** — «Go at a diet» ingliz tilida yo'q.
- **D) to** — «Go to a diet» xato; «to» «stick to a diet» da ishlatiladi, «go» bilan emas.

Maslahat

«On» ko'plab muntazam reja yoki muolajalar uchun ishlatiladi: on a diet, on medication, on a course, on holiday, on strike. Butun bo'lakni yodlang: go on / be on / come off + a diet.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «diet» maqolasi
2. Oxford Collocations Dictionary for Students of English. 2-nashr. Oxford University Press, 2009 — «diet» maqolasi

Manbadagi qoida: Oxford Learner's Dictionaries: be on / go on / follow a (strict) diet; Oxford Collocations: «on a ~» qolipi.

Javob asosi: go on a diet — C.

5.26 IMTIHONDA TUSHGAN

To'g'ri javob: D

COLLOCATIONS: DIET

Which collocation with 'diet' is NOT correct?

A follow a diet

B go on a diet

C stick to a diet

D **make a diet** ✔

Qoida va izoh

«Make a diet» tabiiy ingliz kollokatsiyasi emas. «Diet» bilan ishlatiladigan fe'llar: follow, go on, be on, stick to, keep to, stay on, come off, break / cheat on. Reja tuzishni nazarda tutsangiz — «plan a diet» yoki «make a diet plan».

Nega boshqalari noto'g'ri

- **A) follow a diet** — Ma'lum rejaga ko'ra ovqatlanmoq: «She follows a vegetarian diet.» Bu to'g'ri kollokatsiya.
- **B) go on a diet** — Parhezni boshlamoq: «I'm going on a diet after the holidays.» Bu to'g'ri kollokatsiya.
- **C) stick to a diet** — Qiyinchilikka qaramay parhezni davom ettirmoq: «It's hard to stick to a diet.» Bu to'g'ri kollokatsiya.

Maslahat

O'zbek tilida so'zlashuvchilar ko'pincha «parhez qilmoq» ni so'zma-so'z «make a diet» yoki «do a diet» deb tarjima qiladi. Ingliz tilida «go on / be on / follow / stick to a diet» deyiladi. Foydali sifatlar: a balanced / healthy / strict / low-fat / low-carb / vegetarian diet.

Manba va asos

1. Oxford Learner's Dictionaries (oxfordlearnersdictionaries.com) — «diet» maqolasi
2. Oxford Collocations Dictionary for Students of English. 2-nashr. Oxford University Press, 2009 — «diet» maqolasi

Manbadagi qoida: Oxford Learner's va Oxford Collocations: diet bilan fe'llar — be on, go on, follow, have, eat; «make a diet» qayd etilmagan.

Javob asosi: «make a diet» — kollokatsiya emas (D).

Foydalanilgan manbalar

Har kartadagi «Manba va asos» bloki shu ro'yxatdagi manbalarga tayanadi. Bet raqami faqat rasmiy mundarija bilan tekshirilgan joylarda ko'rsatilgan; qolganlarida bob, unit yoki maqola nomi berilgan. Lug'at maqolalari onlayn nashrlardan (oxfordlearnersdictionaries.com, dictionary.cambridge.org) olingan.

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Javoblar kaliti

Raqam bosilsa, o'sha savolning izohli kartasiga o'tadi.

01-BOB · Pedagogik mahorat (TKT)

1.1	B	1.2	D	1.3	A	1.4	D	1.5	B
1.6	C	1.7	B	1.8	D	1.9	D	1.10	A
1.11	C	1.12	B	1.13	D	1.14	B	1.15	C
1.16	A	1.17	C	1.18	B	1.19	A	1.20	C
1.21	B	1.22	D	1.23	C	1.24	A	1.25	C
1.26	C	1.27	B	1.28	D				

02-BOB · Pragmatika

2.1	B	2.2	C	2.3	A	2.4	C	2.5	B
2.6	B	2.7	C	2.8	A	2.9	D	2.10	A
2.11	C	2.12	A	2.13	B	2.14	B	2.15	D
2.16	A	2.17	C						

03-BOB · Lingvistika va fonetika

3.1	C	3.2	B	3.3	C	3.4	B	3.5	A
3.6	D	3.7	C						

04-BOB · Grammatika

4.1	D	4.2	B	4.3	D	4.4	C	4.5	A
4.6	D	4.7	B	4.8	A				

05-BOB · Leksika

5.1	C	5.2	A	5.3	A	5.4	B	5.5	D
5.6	A	5.7	C	5.8	C	5.9	D	5.10	B
5.11	A	5.12	A	5.13	C	5.14	B	5.15	D
5.16	A	5.17	C	5.18	C	5.19	A	5.20	D
5.21	A	5.22	B	5.23	D	5.24	A	5.25	C
5.26	D								

O'zini baholash

Kartalardagi javoblarni yopib ishlab chiqing, keyin har bob bo'yicha to'g'ri javoblaringizni sanab, jadvalga yozing.

Bob	Savol	Natijam	Qaytish beti
01. Pedagogik mahorat (TKT)	28	____	**06**
02. Pragmatika	17	____	**35**
03. Lingvistika va fonetika	7	____	**52**
04. Grammatika	8	____	**60**
05. Leksika	26	____	**69**
Jami	**86**	____	

Natijaga qarab nima qilish kerak

Natija	Xulosa	Nima qilish
90–100%	mustahkam	keyingi mavzularga va mock testlarga o'ting
75–89%	yaxshi	xato qilgan kartalaringizdagi «Maslahat» bloklarini qayta o'qing
60–74%	o'rtacha	natijasi eng past bobni boshidan qayta ishlang (jadvaldagi «Qaytish beti»)
60% dan past	zaif	qo'llanmani 1-bobdan boshlab qayta ishlab chiqing, har kuni bitta bob

> **Eslatma.** Eng ko'p ball beradigan bloklar — Pedagogik mahorat (TKT) va Pragmatika. Vaqtingiz kam bo'lsa, avval shu ikki bobni takrorlang.

Tayyorgarlikni shu yerda to'xtatmang

- Har hafta yangi mock testlar va batafsil izohlar
- Jonli darslarda mock tahlili ustoz bilan
- Pedagogika, pragmatika va leksika bo'yicha qo'llanmalar

POSTDAGI HAVOLANI OCHING