

O'ZBEKISTON RESPUBLIKASI  
OLIV TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

TURAN INTERNATIONAL UNIVERSITY



“60111800 - Xorijiy til va adabiyoti (Ingliz tili)” ta'lim yo'nalishi fanlaridan  
yakuniy davlat attestatsiya sinovi

DASTURI

Namangan-2025

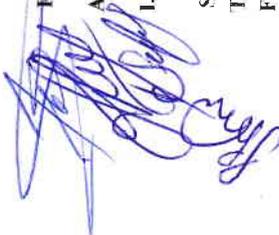
## Annotatsiya

Mazkur dastur "Ta'lim to'g'risidagi" qonun, O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-sonli Farmoni, Vazirlar Mahkamasining 2024-yil 13-dekabrda "Oliy va kasbiy ta'lim tashkilotlari bitiruvchilarining yakuniy davlat attestatsiyasini tashkil etish chora-tadbirlari to'g'risida"gi 836-son qarori, O'zbekiston Respublikasi Prezidentining 2025-yil 28-aprelda "Pedagog kadrlar tayyorlash tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PF-73-sonli Farmoni va Qarorlarida belgilangan vazifalar hamda olib borilayotgan ishohotlar samarasini yanada oshirish, davlat va jamiyat rivojini yangi bosqichga ko'tarish, hayotning barcha sohalarini liberallashtirish, mamlakatimizni modernizatsiya qilish bo'yicha eng muhim ustuvor yo'nalishlar asosida belgilangan vazifalardan kelib chiqib "Turani International Universityda bakalavriat ta'lim yo'nalishi bitiruvchilarining yo'nalish fanlaridan yakuniy davlat attestatsiyalarini tashkil etish tartibi to'g'risida yo'riqnomaga asosan tayyorlandi.

Yo'nalish fanlardan tuzilgan sinov dasturi "60111800 - Xorijiy til va adabiyoti (Ingliz tili)" ta'lim yo'nalishida o'qitiladigan fanlarning dasturi asos qilib olindi.

Dastur 4 ta bo'limga iborat bo'lib, "O'qish va yozuv amaliyoti", "Til aspektlarini o'qitish amaliyoti", "Ingliz tili o'qitish metodikasi" va "Til va adabiyot" kabi fanlarni o'z ichiga olib, unda ushbu ta'lim yo'nalishi bo'yicha bitiruvchiga quyilgan kasbiy bilim, ko'nikma va malaka darajasini baholash masalalari o'z aksini topgan.

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Dastur Turani International University "Gumanitar fanlar va pedagogika" fakulteti yig'ilishida muhokama qilingan va tasdiqlash uchun Universitet kengashiga tavsiya etilgan 2025-yil "22" 12 dagi \_\_\_\_\_ sonli majlis bayoni.

"24" 12 dagi \_\_\_\_\_ sonli majlis bayoni.

## Kirish

O'zbekiston Respublikasida ta'lim tizimini tubdan isloh qilish, pedagog kadrlar tayyorlash sifatini xalqaro standartlar darajasiga ko'tarish bugungi kunda davlat siyosatining ustuvor yo'nalishi hisoblanadi. Mazkur Yakuniy davlat attestatsiyasi dasturi O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining oliy ta'lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi qarori hamda 2022-yil 11-maydagi PF-134-son farmoni ijrosini ta'minlash maqsadida ishlab chiqilgan.

Prezidentimizning PQ-289-sonli qarori bilan maktabgacha, boshlang'ich ta'lim, rus tili va xorijiy tillarni o'qitish metodikasi kabi yo'nalishlarda ta'lim muddatining 3 yil etib belgilanishi va o'quv jarayonining "4+2" tartibida (nazariya va amaliyot uyg'unligi) tashkil etilishi bitiruvchilarning kasbiy kompetensiyalariga qo'yiladigan talablarni yangi bosqichga olib chiqdi. Shuningdek, Oliy ta'lim, fan va innovatsiyalar vazirligi tomonidan tasdiqlangan "Oliy ta'lim muassasalarida talabalar bilimni nazorat qilish va baholash tizimi to'g'risida"gi Nizom (Adliya vazirligi tomonidan 2018-yil 26-sentabrda 3069-son bilan ro'yxatga olingan) talablarga muvofiq, bitiruvchilarning tayyorgarlik darajasi ushbu attestatsiya orqali aniqlanadi.

## I. Yakuniy davlat attestatsiyasi qo'yilgan umumiy qoidalar

### 1. Umumiy tushunchalar:

**Yakuniy davlat attestatsiyasi**—bakalavriat ta'lim yo'nalishi va magistratura mutaxassisligi bitiruvchilarining bilimi, ko'nikma va malaka darajasini baholash jarayoni.

**Yakuniy davlat attestatsiya komissiyasi** — bakalavriat ta'lim yo'nalishi va magistratura mutaxassisligi bitiruvchilarining bilimi, ko'nikma va malaka darajasini baholovchi soha mutaxassislaridan iborat komissiya.

2. Attestatsiya oliy ta'lim tashkilotidagi har bir bakalavriat ta'lim yo'nalishi va magistratura mutaxassisligi bo'yicha tashkil etiladigan komissiya tomonidan ta'lim yo'nalishlari va mutaxassisliklarning xususiyatidan kelib chiqib, oliy ta'lim tashkilotida yoki korxonada (tashkilotda) o'tkazilishi mumkin.

3. Attestatsiya quyidagi shakllarda o'tkazilishi mumkin:

- maxsus (majburiy) fanlar (kasbiy-amaliy fanlar) bo'yicha sinov;
- bitiruv malakaviy ishi himoyasi;
- diplom loyihasi himoyasi;
- magistrlik dissertatsiyasi himoyasi;
- ta'lim yo'nalishi va mutaxassislikka mos "startap" loyihasi hamda ratsionalizatorlik g'oyasi taqdimoti.

4. Ta'lim yo'nalishi va mutaxassislik bo'yicha maxsus (majburiy) fanlardan (kasbiy-amaliy) attestatsiya fanlar mazmuniga qo'yiladigan talablar bilan bir qatorda, malaka talablarida nazarda tutilgan bilim, ko'nikma va malaka darajasini aniqlashga yo'naltiriladi.

## II. Komissiya faoliyatini tashkil etish tartibi

5. Komissiya o'z faoliyatini Oliy ta'lim tashkilotlari bitiruvchilarining yakuniy davlat attestatsiyasini o'tkazish tartibi to'g'risida Nizom talablariga muvofiq amalga oshiradi.

6. Komissiya raisligiga nomzodlar ro'yxati tegishli kafedra mudiri tomonidan shakllantiriladi hamda tasdiqlash uchun oliy ta'lim tashkiloti rektoriga (filial direktoriga) taqdim etiladi.

7. Komissiya raislari oliy ta'lim tashkilotining idoraviy mansubligidan qat'i nazar, ushbu ta'lim tashkilotida faoliyat yuritmayotgan olimlar, ishlab chiqarish sohasidagi tajribali mutaxassislar orasidan tegishli oliy ta'lim tashkiloti rektorining (filial direktorining) buyrug'i bilan bir kalendar yili muddatiga tasdiqlanadi.

Komissiyaning tarkibi oliy ta'lim tashkiloti rektori (filial direktori) tomonidan bitiruv semestri boshlanishidan kamida bir oy oldin tasdiqlanadi.

Komissiya kamida 5 nafar professor-o'qituvchi va mutaxassislardan iborat tarkibda shakllantiriladi hamda uning uchdan ikki qismi qatnashganda, vakolatli hisoblanadi.

Bunda komissiya tarkibi mutaxassis tayyorlovchi oliy ta'lim tashkilotining ilmiy-pedagog kadrlari (attestatsiya komissiyasi unumiy tarkibining 40 foizigacha), shuningdek, kadrlar buyurtmachisi bo'lgan korxonalarining (tashkilotlarning) yuqori malakali mutaxassislari, turdosh oliy ta'lim tashkilotlarining yetakchi professor-o'qituvchi va ilmiy xodimlari, sohaning ilg'or mutaxassislari va olimlaridan iborat bo'ladi.

8. Quyidagilar komissiyaning asosiy vazifalari hisoblanadi:

bitiruvchining bilim, ko'nikma va malaka darajasining tegishli ta'lim yo'nalishi va mutaxassislik malaka talablariga muvofiqligini kompleks baholash; attestatsiya natijalari bo'yicha bitiruvchilarga tegishli akademik darajasini berish bo'yicha qaror qabul qilish;

faoliyat natijalarini tahlil qilish va ular asosida oliy ma'lumotli kadrlar tayyorlashni takomillashtirish bo'yicha takliflar ishlab chiqish.

9. Attestatsiyada oliy ta'lim tashkilotining Vasiylfik (Kuzatuv, Boshqaruv) kengashi va fuqarolarning o'zini-ozini boshqarish organlari vakillari, bitiruvchilarning ota-onalari yoki ularning qonuniy vakillari hamda kadrlar buyurtmachilari jamoatchilik asosida kuzatuvchi sifatida qatnashishi mumkin.

Attestatsiya jarayoni onlayn rejimda ovozi videotranslyatsiya qilinadi hamda ushbu videotasvirlar bir yil davomida tegishli kafedrada saqlanadi.

### III. Attestatsiyani o'tkazish tartibi

10. Attestatsiyaga tegishli fanlarni o'zlashtirgan, belgilangan kreditlarni to'plagan hamda to'lov-kontrakt shartlarini to'liq bajargan bitiruvchilar qo'yiladi.

Bitiruvchilar o'quv yuklamalarini to'liq bajargandan so'ng attestatsiyadan o'tishi majburiy hisoblanadi.

11. Bitiruvchilarning maxsus (majburiy) fanlar (kasbiy-amaliy) bo'yicha attestatsiyasi, diplom loyihasi (bitiruv malakaviy ishi) yoki magistrlik dissertatsiyasi himoyasi oliy ta'lim tashkiloti yoxud korxonada (tashkilotda) tashkil etiladi.

12. Oliy ta'lim tashkiloti tomonidan tajribali professor-o'qituvchilar hamda korxonalarining (tashkilotlarning) mutaxassislarini jalb etgan holda, attestatsiyaning dasturlari attestatsiya boshlanishidan kamida uch oy oldin ishlab chiqilib, oliy ta'lim tashkiloti Kengashi tomonidan tasdiqlanadi va oliy ta'lim tashkilotining rasmiy veb-saytida e'lon qilinadi.

13. Attestatsiya o'quv jarayoni jadvalida ko'rsatilgan muddatlarda, fakultet dekani yoki o'quv-uslubiy ishlarga mas'ul tarkibiy bo'limma (bo'lim, boshqarma) tomonidan tayyorlangan hamda oliy ta'lim tashkiloti o'quv ishlari bo'yicha prorektori tomonidan tasdiqlangan attestatsiya jadvali asosida o'tkaziladi.

14. Oliy ta'lim tashkiloti Kengashining qarori bilan bitiruvchi uchun belgilangan attestatsiyaning shakli bir o'quv yili davomida o'zgartirishiga yo'l qo'yilmaydi.

15. Attestatsiya boshlanishidan ikki hafta oldin komissiya raisi bilan oliy ta'lim tashkiloti rektori (filial direktori) komissiyaning tayyorgarlik darajasi, komissiya raisi va a'zolarining vazifalari, bitiruvchilarga qo'yilayotgan talablar, tartib-intizom masalalari yuzasidan yig'ilish o'tkaziladi.

16. Attestatsiyada plagiatsga yo'l qo'yilmaydi. Bunday holat aniqlanganda, attestatsiya komissiyasi tomonidan bitiruvchiga tegishli attestatsiyadan qoniqarsiz baho qo'yiladi yoki qo'yilgan ijobiy baho bekor qilinadi.

Bitiruv malakaviy ishi hamda magistrlik dissertatsiyasi himoyadan ikki hafta oldin antiplagiat dasturi asosida tekshiriladi va plagiatsga yo'l qo'yilganligi aniqlansa, takroran bir marotaba qayta tekshirishdan o'tkazishga ruxsat beriladi. Ikkinchi marotaba ham plagiat holatlari bartaraf etilmagan taqdirda, attestatsiya keyingi yilga qoldiriladi.

Bunda plagiat holatlari bartaraf etilgan taqdirda, bitiruvchiga attestatsiyada qatnashishga ruxsat beriladi.

17. Attestatsiyada bitiruvchilarning bilimi, ko'nikma va malakasi O'zbekiston Respublikasi Oliy ta'lim fan va innovatsiyalar vazirligi tomonidan belgilangan baholash mezonlari asosida baholanadi.

18. Attestatsiya natijalari attestatsiya o'tkazilgan kunning o'zida bitiruvchilarga e'lon qilinadi.

19. Attestatsiyada bitiruvchi qoniqarsiz baho bilan baholanganda bitiruvchiga diplom berilmaydi hamda attestatsiyani mazkur Nizomga muvofiq qayta topshiradi.

20. Komissiya bitiruvchilarga attestatsiyaning ijobiy natijalari asosida bakalavr (magistr) darajasini berish haqida qaror qabul qiladi.

Komissiyaning qarorlari ochiq ovoz berish orqali majlisda ishltirok etuvchilarning ko'pchilik ovozi bilan qabul qilinadi. Ovozlar teng bo'lgan hollarda, raisning ovozi hal qiluvchi hisoblanadi.

21. Oliy ta'lim tashkiloti bitiruvchisi attestatsiyadan muvaffaqiyatli o'tgandan so'ng bir oy muddat ichida unga muvofiq darajadagi oliy ma'lumot to'g'risidagi diplom va uning ilovasi beriladi.

O'quv rejasidagi barcha fanlarning kamida to'rt dan uch qismi bo'yicha "5" (a'lo) baho (90 — 100 ball) o'zlashtirish ko'rsatkichlariga erishgan, (boshqa fanlar bo'yicha o'zlashtirish ko'rsatkichi "4" (yaxshi) bahodan (70 — 89,9 ball) kam bo'lmagan), shuningdek, attestatsiyadan "5" (a'lo) baho (90 — 100 ball) ko'rsatkichiga ega bo'lgan bakalavriat bitiruvchisiga "imtiyozli" diplom beriladi.

22. Attestatsiyadan o'ta olmagan yoki attestatsiyaga qo'yilmagan bitiruvchi o'qish muddati tugagandan so'ng, uning arizasiga muvofiq attestatsiyani keyingi uch yil davomida qayta topshirish huquqiga ega.

Attestatsiyadan o'ta olmagan bitiruvchidan attestatsiyani qayta topshirish jarayonlarida to'lov undirilmaydi.

Attestatsiyadan o'ta olmagan bitiruvchi keyingi o'quv yili boshlanganidan keyin attestatsiyani qayta topshirishga ruxsat berishni so'rab oliy ta'lim tashkiloti rektori (filial direktori) nomiga ariza bilan murojaat qiladi. Bunda bitiruvchiga attestatsiyani keyingi har bir o'quv yilida (uch yil davomida) ikki marta dan ortiq qayta topshirishga yo'l qo'yilmaydi.

Attestatsiyani qayta topshirishga oliy ta'lim tashkiloti rektorining (filial direktorining) buyrug'i bilan ruxsat beriladi.

### IV. Attestatsiyani baholash natijalari yuzasidan shikoyat qilish tartibi

23. Attestatsiya natijasi bo'yicha olgan bahosidan norozi bo'lgan bitiruvchilar arizalarini ko'rib chiqish uchun oliy ta'lim tashkiloti rektorining (filial direktorining) buyrug'i bilan apellyatsiya komissiyasi tashkil etiladi.

Apellyatsiya komissiyasi oliy ta'lim tashkilotining ilmiy-pedagogik kadrlari (apellyatsiya komissiyasi umumiy tarkibining 40 foizigacha), shuningdek, tegishli soha bo'yicha korxonalarining (tashkilotlarning) malakali mutaxassislari, turdosh oliy ta'lim tashkilotlarining tajribali professor-o'qituvchilari va ilmiy xodimlari orasidan kamida 5 nafar a'zodan iborat tarkibda tuziladi.

### Text Questions

17. Which adjective best describes Leroy.
18. Which word is a synonym for the word "trek" as it is used in the passage.
19. Why does Leroy become nervous when he is in the woods.
20. What can be inferred about what Leroy will now think about people who claim to have seen Big Foot.
21. What is the main purpose of reading for gist.
22. What does reading for specific information focus on.
23. What is skimming mainly used for.
24. What is scanning in reading.
25. What does "context" help a reader understand.
26. What is an inference in reading.
27. What does a topic sentence usually do.
28. What is the function of supporting details.
29. What does the title of a text usually indicate.
30. What is the purpose of a concluding paragraph.
31. What kind of text aims to persuade the reader.
32. Which type of text mainly tells a story.
33. What is an argumentative text.
34. What is the role of examples in a text.
35. What does the writer's tone show.
36. What does "reference word" mean in reading.
37. Why is vocabulary knowledge important for reading.
38. What helps readers predict the content of a text.
39. What is a paragraph mainly about.
40. What does coherence in a text mean.
41. What is cohesion in reading.
42. Why are linking words important in a text.
43. What does a factual text mainly present.
44. What does a reader do when summarising a text.
45. What does identifying the main idea require.
46. What does a rhetorical question do in a text.
47. What does "explicit information" mean.
48. What does "implicit meaning" refer to.
49. What reading strategy is used before reading a text.
50. What reading strategy is used after reading a text.
51. What is critical reading.
52. What is the purpose of headings and subheadings.
53. What kind of text presents instructions.
54. What does a comparison text focus on.
55. What does identifying cause and effect mean.
56. What does "author's viewpoint" mean.
57. Why is background knowledge important in reading.
58. What does rereading help improve.
59. What is the function of examples and illustrations.
60. What is the aim of extensive reading.
61. What is the main purpose of writing.
62. What is a topic sentence in writing.
63. What does a paragraph consist of.
64. What is coherence in writing.
65. What is cohesion in writing.
66. What are linking words used for.
67. What is the function of an introduction.
68. What is the purpose of a conclusion.
69. What is an essay.
70. What is a narrative text.
71. What is a descriptive text.
72. What is an argumentative essay.
73. What is formal writing.
74. What is informal writing.
75. What is the purpose of planning before writing.
76. What does proofreading focus on.
77. What does editing improve in writing.
78. What role does grammar play in writing.
79. Why is punctuation important in writing.
80. What does sentence variety improve.
81. What is plagiarism.
82. Why is paraphrasing important.
83. What is summarising.
84. What is the purpose of a thesis statement.
85. What is a supporting argument.
86. What does audience awareness mean in writing.
87. What is the role of examples in writing.
88. What is a coherent paragraph.
89. What does "register" mean in writing.
90. What is the function of transition words.
91. What is brainstorming in writing.
92. What is the drafting stage.
93. What is the revising stage.
94. What is academic writing.
95. What is a formal email.
96. What is the purpose of a report.
97. What does clarity in writing mean.
98. Why is vocabulary choice important in writing.
99. What makes writing effective.

100. What skill connects reading and writing most closely.

**2-fan "Til aspektlari amaliyoti" fanidan test topshiriqlari**

**Choose the correct option (1-11).**

1. .... time do we have before the lesson starts.
2. I like coffee, ..... my brother prefers tea.
3. I've bought ..... apples. Would you like one.
4. .... we start the meeting now.
5. He can't choose who ..... to the conference.
6. If I earned more money, I ..... a new car.
7. I work night shifts, so I ..... to late hours.
8. We are planning on ..... a new apartment.
9. 'Did you manage to contact Anna before she left.' 'No, but I ..... send her an email later.'
10. 'Would you like to join us for dinner tonight.' 'Sorry, I can't. My manager says I ..... stay late this evening.'
11. 'I'm going out now. I ..... deliver these documents to the office.' 'Yes, the boss asked you to take them.'

**Cross out the unnecessary word (12-14).**

12. Despite of being hungry, I didn't eat anything.
13. That's the girl whose her mother is an actress.
14. Where is it my watch.

**Choose the correct preposition (15-20).**

15. When the plane eventually took ..... the passengers cheered.
16. The children worked ..... a great deal of excitement before the party.
17. Clive has taken ..... jogging in order to keep fit.
18. This flat is small, but it will do ..... the time being.
19. This calendar is ..... date. I need a new one.
20. I found this book ..... chance when I was tidying the attic.

**Choose the correct form of the word (21-24).**

21. Being a doctor is a very demanding ..... businessman.
22. My father is a very ..... about which candidate to employ.
23. The manager has reached a ..... in the school art .....
24. Michael won second prize in the school art .....

**Choose the correct pronoun (25-26).**

25. .... were lots of people at the opening ceremony last night.
26. .... man over there is my teacher.
27. If only I ..... some of this work yesterday.
28. If only we ..... the train.

**Choose the correct sentences in reported speech (29-30).**

29. "Be quiet, or I'll send you to bed," she said to them.
30. "I didn't break your stereo," he said to me.

**Choose the correct option (31-41).**

31. She hurt her arm while she ..... the boxes.
32. She ..... become a good doctor. She studies very hard.
33. We ..... meet after class, if you want.
34. We're planning to visit the museum ..... an exhibition.
35. I tried on three jackets, but ..... of them suited me.
36. He ..... be very rich. He lives in a small flat.
37. I'm thirsty. I haven't drunk ..... since morning.
38. She was exhausted because she ..... all afternoon.
39. 'What should I do with these documents?' 'You ..... sign them and submit them by tomorrow.'
40. '..... I help you, sir.' 'Yes, I'm looking for the ticket office.'
41. '..... I use your phone for a moment, please.' 'Sure, go ahead.'

**Cross out the unnecessary word (42-44).**

42. Didn't he not help you make dinner?
43. I phoned Mum for to ask her for some advice.
44. The children are making a lots of noise.

**Choose the correct preposition (45-50).**

45. I hear your company are taking ..... new staff.
46. We saw the happy couple ..... on their honeymoon, then went home.
47. He was whistling as he set ..... on his journey.
48. He gave a speech ..... behalf of the class.
49. The policeman wasn't ..... duty, but he still helped us.
50. She takes her parents ..... granted.

**Choose the correct form of the word (51-54).**

51. It is very ..... of you to mind the baby for me.
52. I am running out of ..... with you!
53. Winning the competition was quite an ..... for him.
54. The sudden change in weather caused a lot of ..... among the passengers.

**Choose the correct pronoun (55-56).**

55. He's faster than I am, but I'm cleverer than .....
56. Your room is a mess! Put ..... away immediately!

**Choose the correct form of verbs (57-58).**

57. I wish I ..... to buy some new clothes.
58. If only you ..... me to help you before.

**Choose the correct sentences in reported speech (59-60).**

59. "He always makes too much noise," she said.
60. He said to her, "Please, please don't go without me."

**Choose the correct option (61-71).**

61. He felt very ill, ..... he went to work.
62. We waited outside ..... the shop finally closed.
63. I think ..... has taken my keys.

98. My sister is two years ..... than me.  
 99. 'That woman is our history teacher.' 'She ..... be a teacher. She looks far too young.'  
 100. 'Shall I buy some more bread on my way home.' 'No, you ..... We have enough.'

**3-fan "Ingliz tili o'qitish metodikasi" fanidan test topshiriqlari**

1. What is intrinsic motivation.
2. Which age group is more likely to respond to fun, play, and movement in learning.
3. What is a key feature of adolescent learners.
4. Which of the following is considered a type of extrinsic motivation.
5. According to Harmer, what often makes adults better learners.
6. What is language acquisition often associated with.
7. What do good teachers take into account.
8. Which type of learner is more likely to succeed with independent tasks.
9. What helps maintain students' sustaining motivation.
10. Which of the following is a reason students may NOT learn effectively.
11. What is one of the most important qualities of a good teacher, according to Unit 2.
12. In the classroom, when a teacher is telling students how correct or incorrect their language is, they are acting as a:
13. Which role involves a teacher stepping back and allowing students to learn autonomously while still being available.
14. What does the role of a controller primarily involve.
15. According to Harmer, what helps to build rapport in the classroom.
16. Which teacher quality is least important according to the rating exercise in Unit 2.
17. What is one danger of strictly following a pre-written lesson plan.
18. When a teacher helps students during a fluency task without taking over, they are acting as a:
19. Which teacher role is fulfilled when students make appointments to talk about their progress.
20. According to Harmer, why is listening to students an essential quality of a good teacher.

21. What is one of the key variables in effective classroom management.
22. What is considered the teacher's most valuable asset in classroom management.
23. According to Harmer, what can the teacher's physical presence influence.
24. Why should teachers be aware of their proximity to students.
25. What role does the teacher's voice play in classroom interaction.
26. What is the benefit of clear instruction-giving in class.
27. What is a reason for using different seating arrangements in class.
28. Why is varying student grouping strategies important.
29. What balance must be maintained between teacher talk and student talk.
30. What is the recommended approach toward using students' mother tongue.
31. What is the main distinction between 'acquisition' and 'learning' according to Unit 4.

64. That answer is correct, .....
65. "I don't enjoy horror films." "....."
66. I have ..... finished my homework.
67. When he starts a new job, he ..... everything carefully.
68. He owns several jackets, but ..... of them are at the cleaners.
69. '..... we invite Sarah and Mike for lunch this weekend.'
70. '..... I speak to you in your office for a moment.'
71. 'Can you still play the piano.' 'No, I ..... when I was a child, but I've forgotten how.'

**Cross out the unnecessary word (72-75).**

72. She spent the all night worrying about the exam.
73. Don't forget to feed the cat, will you not.
74. These glasses are pretty, but the others ones are awful.
75. My watch had run ..... so I was late for work.

**Choose the correct preposition (76-80).**

76. She had to take ..... her skirts and trousers after her diet.
77. Can you turn ..... the lamp. It's getting dark.
78. .... the end of the concert, the orchestra took a bow.
79. It's too late to go to the cinema. The film will have started ..... now.
80. It was raining and the sun was shining ..... the same time.

**Choose the correct form of the word (81-84).**

81. We were woken up by a ..... in the street.
82. The ..... of the block of flats took less than a week.
83. She has to wear ..... clothing when she is working.
84. He answered all the questions very ..... and confidently.

**Choose the correct pronoun (85-86).**

85. They always take off ..... shoes before going upstairs.
86. I haven't got ..... money, so I won't go out tonight.

**Choose the correct form of verbs (87-88).**

87. If only he ..... so much.
88. I wish I ..... more free time.

**Choose the correct sentences in reported speech (89-90).**

89. "Yes, I'll lend you the money," I said to her.
90. "I'm the prettiest girl at the party," said Emma.

**Choose the correct option.**

91. .... is that book you borrowed from me. Can you return it.
92. He trained for weeks, ..... he didn't win the race.
93. They ..... haven't repaired the road yet.
94. .... created this amazing painting.
95. She looks exhausted. She ..... well for days.
96. When she checked the room, there wasn't ..... inside.

**Choose the correct option (97-100).**

97. Hurry up! The train ..... in three minutes.

32. What is one reason children may acquire language more easily than adults.
33. According to Harmer, which method was grammar translation mostly associated with.
34. What does the 'communicative approach' focus on.
35. What does ESA stand for in the ESA model of teaching.
36. What is the function of the Engage phase in ESA.
37. In an ESA lesson, which phase allows students to experiment with language freely.
38. Why is the Boomerang ESA sequence named so.
39. What is the primary focus during the Study phase of ESA.
40. What is one strength of using ESA for lesson planning.
41. What is a key feature of a good learning atmosphere in the classroom.
42. According to Harmer, what does effective classroom management often depend on.
43. Which of the following is considered a typical way teachers group students.
44. What is the main purpose of using pairwork and groupwork.
45. Why is it important for teachers to consider student grouping.
46. What role should a teacher take when students are working in pairs.
47. Which is a recommended teacher position during group activities.
48. What is one reason for rearranging the classroom layout.
49. According to the text, why might teachers use a horseshoe arrangement.
50. What is one key characteristic of student-centered learning.
51. What is a key reason for integrating speaking activities in the classroom.
52. What does Harmer describe as a typical feature of speaking activities in the classroom.
53. Which of the following is considered a fluency activity.
54. What is one challenge students may face during speaking activities.
55. Which term does Harmer use to describe conversations where language is used spontaneously.
56. According to Harmer, what role should the teacher play during speaking activities.
57. What type of feedback is recommended after speaking activities.
58. Which classroom activity helps students organize what they are going to say before speaking.
59. What does Harmer suggest is a benefit of speaking games.
60. Why are simulations and role-plays particularly effective in teaching speaking.
61. What is the key distinction between extensive and intensive reading.
62. What is one main goal of intensive reading.
63. What does Harmer suggest about using authentic texts.
64. According to Harmer, why is prediction useful in reading activities.
65. What is skimming in the context of reading.
66. What is scanning used for.
67. What type of text might best promote extensive reading according to Harmer.
68. What role does schema play in reading.
69. What is one challenge teachers face with reading texts in class.
70. How can teachers support vocabulary learning during reading.
71. What is one of the key reasons for teaching writing according to Harmer.

72. What does Harmer suggest about writing for beginners.
73. According to Unit 8, what is the "process approach" to writing.
74. What is one key benefit of the process approach.
75. What is genre-based writing mainly focused on.
76. In Harmer's view, what does effective writing correction involve.
77. Which of the following is a technique recommended for helping students generate writing ideas.
78. What role do models play in the teaching of writing, according to Unit 8.
79. What does Harmer suggest about writing for different audiences.
80. What is one useful activity for teaching collaborative writing mentioned in unit 8.
81. What is one primary reason for including speaking activities in the classroom.
82. According to Harmer, what is meant by "speaking-as-skill".
83. Why should teachers avoid constant correction during speaking activities.
84. What does Harmer recommend teachers do after a speaking activity.
85. Which of the following is a characteristic of effective speaking tasks.
86. What role can teachers play during a speaking task.
87. What is a useful way to correct students without interrupting a speaking task.
88. Why are speaking tasks beneficial for learner autonomy.
89. How can a teacher discover what type of correction students prefer.
90. What type of lesson is especially suitable for developing speaking fluency.
91. What does Harmer suggest is the most effective way to teach vocabulary.
92. According to Unit 10, what kind of vocabulary should be prioritized in the early stages.
93. What is a major reason for teaching word collocations.
94. What does Harmer say about vocabulary depth.
95. Why is it useful to teach vocabulary in lexical sets.
96. What role does the context play in vocabulary learning.
97. What does Harmer suggest about recycling vocabulary.
98. What is one effective strategy to reinforce vocabulary learning.
99. How can visual aids support vocabulary learning.
100. Why should pronunciation be taught alongside vocabulary.

#### 4-fan "Til va adabiyot" fanidan test topshiriqlari

1. What is the primary function of language.
2. Which branch of linguistics studies the structure and formation of words.
3. What does syntax focus on.
4. Which branch of linguistics deals with the meaning of words.
5. What does phonetics study.
6. Which branch of linguistics examines sound systems and patterns.
7. How does language relate to society.
8. What is the connection between language and culture.
9. What is linguistic translation.
10. How does language relate to identity.

11. What is literature primarily concerned with.
12. Which literary device compares two things using "like" or "as".
13. Which literary device involves an exaggeration for effect.
14. Which literary device attributes human qualities to non-human entities.
15. What is an example of a paradox.
16. Which device replaces the name of something with something closely related to it.
17. What does irony typically involve.
18. What is symbolism in literature.
19. What is the term for a figure of speech combining contradictory terms.
20. Which device refers indirectly to a person, place, event, or work of art.
21. What is a pun in literature.
22. Which device substitutes a part of something for the whole.
23. What is an allegory.
24. Which device describes a sound by mimicking it with words.
25. What is the function of anaphora.
26. Which device softens the impact of a harsh truth.
27. What does litotes achieve in writing.
28. Which literary device contrasts two ideas within a sentence.
29. What does a zeugma typically link.
30. Which device addresses someone or something absent or imaginary.
31. Which accent is typically associated with Southern England.
32. What is a dialect.
33. What distinguishes a dialect from an accent.
34. Which English accent is characterized by dropping the "r" sound at the beginning of words.
35. What is a characteristic of American English compared to British English.
36. Which English accent is commonly associated with Liverpool.
37. Which term refers to the unique pronunciation features of a specific region.
38. What is a feature of Received Pronunciation (RP).
39. Which English dialect is commonly spoken in the northeastern United States.
40. Which variety of English often uses "y'all" as a second-person plural pronoun.
41. What is one key difference between British and American English vocabulary.
42. Which feature is often associated with the Cockney accent.
43. Which English variety is commonly spoken in Scotland.
44. Which variety of English is often considered the global standard for business communication.
45. What is one characteristic of Australian English.
46. What distinguishes a pidgin from a creole.
47. Which literary device uses repetition for emphasis at the beginning of sentences or clauses.
48. What is the purpose of euphemism in language.
49. Which literary device creates an apparent contradiction that reveals truth.
50. What does onomatopoeia refer to in language.

51. Which accent is characterized by strong rhoticity (pronouncing the "r" sound).
52. Which literary device uses two opposite ideas to create contrast in a single sentence.
53. What is an important feature of Geordie, a dialect from northeast England.
54. Which dialect of English includes features like "aye" for yes and "bairn" for child.
55. What does the term "vernacular" refer to.
56. What is a primary feature of Southern American English.
57. Which device creates humor by linking one word to two different meanings.
58. Which literary device uses an indirect reference to another work, event, or person.
59. What is a defining feature of Estuary English.
60. Which variety of English is spoken in southeastern England.
61. Which literary device involves attributing abstract qualities to inanimate objects.
62. What distinguishes a creole from a pidgin.
63. Which feature is associated with Cockney rhyming slang.
64. What is a key difference between onomatopoeia and symbolism.
65. Which English dialect is known for using "lass" to refer to a girl.
66. What is the purpose of allegory in literature.
67. Which accent is prevalent in parts of Yorkshire, England.
68. Which literary device creates understatement by negating the opposite.
69. What does a metaphor do in literature.
70. Which device is used to directly address an absent or imaginary person.
71. Which accent is commonly associated with Northern Ireland.
72. What is the primary function of a simile in literature.
73. What is the defining feature of rhotic accents.
74. What is a common feature of Scottish English.
75. Which dialect feature is common in American English but not British English.
76. What does antithesis achieve in writing.
77. Which device is an indirect reference to a historical or cultural event.
78. Which feature is unique to Australian English pronunciation.
79. What is a paradox designed to do.
80. Which accent is predominantly spoken in the west of England.
81. What is the purpose of euphemism in language.
82. Which dialect uses the term "wee" to mean small or little.
83. What is a hyperbole primarily used for.
84. Which English variety uses "flat" for an apartment.
85. Which literary device assigns human qualities to non-human objects.
86. What is the role of a metaphor in literature.
87. What does the term "dialect" refer to.
88. Which device represents ideas or qualities using objects.
89. What distinguishes Received Pronunciation from other accents.
90. Which feature is common in Cockney English.
91. What does the term "vernacular" refer to in linguistics.
92. Which literary device contrasts a part to represent the whole.
93. Which variety of English often uses "arvo" as a shortened term for "afternoon".

94. What is the purpose of irony in literature.
95. What is a feature of New Zealand English pronunciation.
96. What is the primary purpose of an allegory.
97. Which device uses words like "boom" or "buzz" to imitate sounds.
98. Which dialect of English is prevalent in northeastern England.
99. Which term describes a humorous play on words with multiple meanings.
100. What is the difference between a metaphor and a simile.

**Tavsiya etilgan adabiyotlar ro'yxati**

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