

2024-2025-O‘QUV YILIDA

UMUMTA’LIM MAKTABLARINING

9-SINF

O‘QUVCHILARI UCHUN

ONA TILI VA ADABIYOT

FANIDAN YAKUNIY ATTESTATSIYASINI

O‘TKAZISH BO‘YICHA

METODIK TAVSIYA VA MATERIALLAR

**2024-2025-O‘QUV YILIDА UMUMTA’LIM MАKTАBLАRINING**

**9-SINF O‘QUVCHILАRI UCHUN ONA TILI VA ADABIYOT FANIDAN YAKUNIY NAZORAT IMTIHONINI O‘TKAZISH BO‘YICHA SPETSIFIKATSIYASI**

**Tuzuvchilar:** **Xamrayeva Mavjuda** – Muhammad al-Xorazmiy nomidagi ixtisoslashtirilgan maktabning ona tili va adabiyot fani o‘qituvchisi.

**Taqrizchi: Xasanova Malika** – Muhammad al-Xorazmiy nomidagi ixtisoslashtirilgan maktabning ona tili va adabiyot fani o‘qituvchisi.

OʻZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TAʼLIMI VAZIRINING 2025-yil 20-fevraldagi “2024/2025-oʻquv yilida umumiy oʻrta taʼlim muassasalarida oʻquvchilarning yakuniy davlat attestatsiyasini tashkil etish va oʻtkazish toʻgʻrisida”gi 65-son buyrug‘i

O‘quvchilarning olgan bilim, ko‘nikma va malakalarini aniqlash uchun 2024–2025-o‘quv yilida 9-sinflarda yakuniy imtihon yozma shaklda o‘tkaziladi.

Har bir imtihon biletining savol va topshiriqlari ona tili va adabiyot fani bo‘yicha maktablarning 5-9-sinflari mavzularini qamrab olgan. Shuningdek, tavsiyada bilishga oid savollar, qo‘llashga va mulohazaga oid topshiriqlar bo‘yicha baholash mezonlari keltirilgan.

Oʻquvchilarga taklif etilgan baza savollaridan tashkil topgan 2 ta bilet taqdim etiladi. Biletda o‘quvchiga 5 tadan (3 ta ona tili, 2 ta adabiyot) savol beriladi. Savollarning 2 tasi (1 ta ona tili, 1 ta adabiyot) bilishga, 2 tasi (1 ta ona tili, 1 ta adabiyot) qo‘llashga, 1 tasi (1 ta ona tili va adabiyot) mulohazaga oid bo‘ladi. Bilet savollariga javob berishi uchun umumiy 120 daqiqa vaqt beriladi.

Oʻquvchilarning yozma ishlari ona tili va adabiyot fanlaridan jami 100 ballik tizim asosida:

0 – 29% – “qoniqarsiz”;

30–65% – “qoniqarli”;

66–85% – “yaxshi”;

86–100% – “aʻlo”

baholanadi. Har bir topshiriq uchun belgilangan balldan yuqori ball qoʻyilishiga yoʻl qoʻyilmaydi.

**Baholanadigan ko‘nikmalar taqsimoti**

|  |  |
| --- | --- |
| **Topshiriq turi** | **Ona tili va adabiyot** |
| Bilish | 2 (18 ball) |
| Qo‘llash | 2 (21 ball) |
| Mulohaza | 1 (22 ball) |
| **Jami** | **5** |

B-bilish, reproduktiv darajadagi topshiriqlarning mazmuni o‘quvchilar tomonidan o‘quv materiali qayta ishlanmasdan, ularning xotira qobiliyatini aniqlovchi, qonuniyatlar, tushuncha va atamalarning mohiyatini bilish, ***yodda saqlash va tanish, odatiy vaziyatlarda*** qo‘llashga qaratilgan.

Q-qo‘llash, produktiv o‘quv topshiriqlari – o‘quvchilardan o‘rganilgan mavzuga oid qonun va qonuniyatlar, qoidalar va nazariy ma’lumotlarni qo‘llash, berilgan topshiriqlarga mos usullarni tanlash, tahlil qilish, taqqoslash, qiyoslash*,* ***bir nechta qonun va qonuniyatlarni*** bir vaqtda qo‘llab, umumlashtirish va xulosa yasashni talab qiladi.

M-mulohaza, intellektual darajadagi topshiriqlar o‘zlashtirilgan bilim, ko‘nikma va malakalarni ***notanish vaziyatlarda*** qo‘llash, tahlil qilish, sintezlash, qiyosiy taqqoslash, qonun va qonuniyatlarni qo‘llab, umumlashtirishni talab qiladi.

**Mazmun sohalari boʻyicha topshiriqlarning taqsimoti**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mazmun soha** | **Soni** | **Bilish** | **Qo‘llash** | **Mulohaza** |
| Fonetika. Imlo. Leksikologiya. Lug‘atshunoslik. Iboralar.  Xalq og‘zaki ijodi.  Imom al-Buxoriy va hadislar | 1 | 1 |  |  |
| So‘z tarkibi. So‘z yasalishi. So‘z turkumlari.  Mumtoz adabiyot. Ma’rifatparvarlik adabiyoti | 1 | 1 |  |  |
| Teng va tobe bog‘lanish. So‘z birikmasi  XX asr o‘zbek adabiyoti (A.Qodiriy, U.Nosir…) | 1 |  | 1 |  |
| Mustaqillik davri adabiyoti.  Sodda gap sintaksisi. Gap bo‘laklari. Gap bo‘laklari bilan grammatik aloqaga kirishmaydigan “bo‘lak”lar. XX asr o‘zbek adabiyoti (G‘.G‘ulom, A.Qahhor…) | 1 |  | 1 |  |
| Qo‘shma gap sintaksisi. Ko‘chirma gapli qo‘shma gaplar. Tinish belgilari. Jahon adabiyoti. Matnni tushunish. | 1 |  |  | 1 |

**Topshiriqlarda baholanadigan koʻnikmalar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **№** | **Boʻlim nomi** | **Baholanadigan koʻnikmalar** | **Koʻnikma darajasi** | **Ball** |
| 1 | Fonetika. Imlo. Leksikologiya. Lug‘atshunoslik. Iboralar.  Xalq og‘zaki ijodi.  Imom al-Buxoriy va hadislar | Nutq tovushlarini, urg‘u hamda bo‘g‘in va uning turlarini aniqlay oladi | B | 18 ball |
| Imlo qoidasiga ko‘ra to‘g‘ri yozilgan so‘zlarni noto‘g‘ri yozilgan so‘zlardan farqlay oladi |
| Xalq og‘zaki ijodiga oid tur va janrlarni farqlay oladi |
| Imom al-Buxoriyga xos ma’lumotlarni aniqlay oladi |
| Fonetik hodisalarni ajrata oladi. So‘zning shakl va ma’no munosabatiga ko‘ra turlarini, ko‘chma ma’noli so‘zlarni boshqa o‘xshash hodisalardan farqlay oladi |
| So‘z va iboraning izohidan o‘rinli foydalana oladi |
| Xalq og‘zaki ijodiga mansub asar voqea va personajlarini tahlil qila oladi |
| Xalq og‘zaki ijodiga mansub asardan keltirilgan so‘zning ma’nosini izohlay oladi |
| Hadis mazmunini hamda g‘oyasini tahlil qila oladi |
| Matn mazmuni yuzasidan to‘g‘ri mulohaza yurita oladi |
| 2 | So‘z tarkibi. So‘z yasalishi. So‘z turkumlari.  Mumtoz adabiyot. Ma’rifatparvarlik adabiyoti | So‘zlarni ma’noli qismlarga ajrata oladi | B | 18 ball |
| Tub va yasama so‘zlarni aniqlay oladi |
| Mumtoz adabiyot vakillariga xos ma’lumotlarni o‘xshash ma’lumotlardan farqlaydi |
| Ma’rifatparvarlik adabiyoti vakillariga xos ma’lumotlarni aniqlay oladi |
| Asos va qo‘shimchalarni tahlil qiladi |
| Mustaqil, yordamchi va alohida olingan so‘zlar guruhini gap va matn tarkibidan ajrata oladi, tahlil qiladi |
| Mumtoz matnlarni tahlil qila oladi |
| Mumtoz matndagi so‘zlar izohini aniqlay oladi |
| Ma’rifatparvarlik adabiyotiga mansub asarlar yuzasidan fikr yurita oladi |
| Mumtoz matn mazmuni yuzasidan to‘g‘ri mulohaza yurita oladi |
| 3 | Teng va tobe bog‘lanish. So‘z birikmasi  XX asr o‘zbek adabiyoti (A.Qodiriy, U.Nosir…) | Grammatik bog‘lanishlarni farqlay oladi | Q | 21 ball |
| So‘z birikmasini o‘xshash birliklardan ajrata oladi |
| Muallif va uning ijodiga xos ma’lumotlarni aniqlay oladi |
| XX asr o‘zbek adabiyotiga mansub janrlarni farqlay oladi |
| So‘z birikmasini unga o‘xshash hodisalardan ajrata oladi |
| Gap tarkibidagi grammatik bog‘lanishlarni aniqlay oladi |
| Asar voqea va personajlarini tahlil qila oladi |
| Asardan ketirilgan so‘z/birikma ma’nosini izohlay oladi |
| Voqea va personajlarni real voqelik bilan bog‘lab tahlil qiladi |
| Matn mazmuni yuzasidan to‘g‘ri mulohaza yurita oladi |
| 4 | Mustaqillik davri adabiyoti.  Sodda gap sintaksisi. Gap bo‘laklari. Gap bo‘laklari bilan grammatik aloqaga kirishmaydigan bo‘laklar. XX asr o‘zbek adabiyoti (G‘.G‘ulom, A.Qahhor…) | Gapning ifoda-maqsadiga ko‘ra turlarini ajrata oladi | Q | 21 ball |
| Gaplarni gap bo‘laklariga ajrata oladi |
| Muallif va uning ijodiga oid ma’lumotlarni aniqlay oladi |
| Badiiy asarga xos ma’lumotlarni ajrata oladi |
| Sodda gaplarni tahlil qila oladi |
| Ajratilgan bo‘lak, kiritma va undalmalarni gapdagi ahamiyatini aniqlay oladi |
| Asar voqea va personajlarini tahlil qila oladi |
| Asardan ketirilgan so‘zning ma’nosini izohlay oladi |
| Asar voqealarini real voqelik bilan bog‘lab, tahlil qiladi |
| Matn mazmuni yuzasidan to‘g‘ri mulohaza yurita oladi |
| 5 | Qo‘shma gap sintaksisi. Ko‘chirma gapli qo‘shma gaplar. Tinish belgilari. Jahon adabiyoti | Qo‘shma gap va uning qismlarini, bog‘lovchi vositalarni farqlay oladi | M | 22 ball |
| Matndan tushirib qoldirilgan tinish belgilarini o‘rinli qo‘llay oladi |
| Muallif va uning ijodiga oid ma’lumotlarni aniqlay oladi |
| Badiiy asarga xos ma’lumotlarni ajrata oladi |
| Ko‘chirma gapli qo‘shma gaplarni o‘zlashtirma gapga aylantira oladi |
| Qo‘shma gap va ko‘chirma gapli qo‘shma gaplarda tinish belgilarini qo‘llay oladi |
| Asar voqea va personajlarini tahlil qila oladi |
| Asardan ketirilgan so‘z/birikma ma’nosini izohlay oladi |
| Jahon adabiyotiga mansub asardagi voqea va qahramonlarni real voqelik bilan bog‘lab, tahlil qila oladi |
| Matn mazmuni yuzasidan to‘g‘ri mulohaza yurita oladi |

**VII. Foydalanishga tavsiya etiladigan asosiy adabiyotlar:**

**Ona tili fanidan:**

1. 5-sinf. Ona tili darsligi. (K.Mavlonova, S.Qo‘ldosheva, M.Siddiqov) Toshkent-2024-yil.

2. 6-sinf. Ona tili darsligi. I.Azimova, K.Mavlonova, S.Quronov, Sh.Tursun,   
N.Hakimova, M.Siddiqov. Toshkent – 2022.

3. 7-sinf. Ona tili darsligi. I.Azimova, K.Mavlonova, S.Quronov, Sh.Tursun, N.Hakimova, M.Siddiqov. Toshkent – 2022.

4. 8-sinf. Ona tili darsligi. M.Qodirov, H.Ne’matov, M.Abduraimova, R.Sayfullayeva, B.Mengliyev Toshkent - 2019.

5. 9-sinf. Ona tili darsligi.N. Mahmudov, A. Nurmonov, A.Sobirov.

Toshkent – 2019.

**Adabiyot fanidan:**

1. 5-sinf adabiyot darslik. Yo‘ldoshev Q. va b. “Novda Edutainment”. T.,-2024.

2. 6-sinf adabiyot darsligi. Z.Mirzayeva, K.Jalilov Toshkent – 2022.

3. 7-sinf adabiyot darsligi. Z.Mirzayeva, K.Jalilov Toshkent – 2022.

4. 8-sinf adabiyot darsligi. S.Olim, S.Ahmedov, R.Qo‘chqorov Toshkent – 2019.

5. 9-sinf adabiyot darsligi. Q.Yo‘ldoshev, V.Qodirov, J. Yo‘ldoshbekov. Toshkent – 2019.

1-savol

1. (B– 18 ball) Ushbu matnni quyidagi bosqichlar asosida tahlil qiling.

Sinf bo‘yicha faqat Xolmatda motorli velosiped bor. U bolalarni velosipedi yoniga yo‘latmas, menga bo‘lsa hammaga eshittirib: “Ilhom, bir kataysa qilib **kelmaysanmi**?” – derdi.

1) ochiq va yopiq bo‘g‘inlar sonini aniqlang; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) matndan ajratilgan so‘zni tovush paychalarining ishtirokiga ko‘ra ajrating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) matndan urg‘usi oxirgi bo‘g‘inga tushmaydigan so‘zlarni aniqlang: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (B– 18 ball) Ushbu xalq og‘zaki ijodi namunalarining janrini aniqlang.

1. Eshitgin, qalmoqlar, aytgan tilimnan,

Meni olar, kelmas sening qo‘lingnan.

Badbaxt qalmoq, qolma kelgan yo‘lingnan,

Meni olmoqqa hadding bormi, qalmoqlar. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Yo‘l bo‘lsin-a, yo‘l bo‘lsin,

Bosgan izlaring gul bo‘lsin… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. [Bir mehmondorchilikda yosh surishtirib qolishdi. Afandiga kelib birov:  
   — Afandi, siz nechaga kirdingiz?—deb so‘radi.  
   — Bu yil qirqqa kirdim, — dedi Afandi.  
   — Iye, — dedi boyagi kishi,— bundan o‘n yil ilgari ham qirqqa kirdim degan edingiz-ku?  
   Afandi javob berdi:  
   — Qiziq odam ekansiz, kishining gapi bitta bo‘ladi-](https://uzsmart.ru/latifalar/get.php?id=2088)da. \_\_\_\_\_\_\_\_\_\_\_\_\_

d) Mamayunus aka uxlab yotgan Erka qorini asta turtib:

Turing, Qori aka, Kurotga(kurort) keldingiz! – dedi. Erka qori yostiqdan boshini ko‘tarar ekan, shosha-pishib, paypaslanib, derazadan tashqariga qaragan bo‘ldi-da, darhol yuzini Mamayunus aka tomonga burib:

Hovliqmay qoling, Mamayunus! Sho‘rtepa-ku, – dedi. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) O‘zi pillaga o‘xshar,  
Ichi tillaga o‘xshar. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) Ahmoqning kulgusi ko‘p,

Dangasaning – uyqusi. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. (B – 18 ball) Ushbu matn tarkibidan shakldosh so‘zlarni aniqlab, ular ishtirokida gaplar tuzing.

Ovchilar bug‘uni ko‘rmay bog‘ yonidan o‘tib ketishdi. Shunda falokatdan qutuldim deb ko‘ngli taskin topgan bug‘u tok barglarini yeya boshladi. Bir ovchi kamondan o‘q otib uni yaraladi.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. (B – 18 ball) Ushbu matnni quyidagi bosqichlar asosida tahlil qiling.

Uni tortqilab sudray boshlashdi, u esa tinmay ingrar, yolvorar, piqillab yig‘lardi. Bolalar uni tunnel oxiridagi uzun xonaga itarib yuborishdi, qaznoq eshigini tambalashdi. Eshik esa titrardi… Bolalar unga birpas quloq tutib turishdi…

1) qaznoq so‘zining izohini yozing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) ajratilgan so‘zlar ishtirokida o‘z va ko‘chma ma’noda gaplar tuzing; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) tuzilgan gaplar tarkibidan ko‘p ma’noli so‘zlarning ma’no ko‘chish turini aniqlab, yozing. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.(B – 18 ball) Ushbu gap asosida quyidagi topshiriqlarni bajaring.   
*Bog‘dagi anvoyi gullar ifori har tomonga taralmoqda.*  
a) gapdan ochiq va yopiq bo‘g‘inlarni aniqlang.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
b) tarkibi jarangli va sirg‘aluvchi undoshdan iborat yopiq bo‘g‘inlarni aniqlang.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
c) gap tarkibidan urg‘u mano farqlaydigan so‘zni aniqlang.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6**.** (B – 18 ball) Imom al-Buxoriy hayotiga oid ushbu jumlalarni mazmunan bog‘lab, 4 – 5 ta gapdan iborat matn yozing  
1) muhaddislar;  
2) hadislar;  
3) chiqargan xulosalarim.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
7. (B – 18 ball) Iboralarni izohlab, ular ishtirokida gaplar tuzing.1) yeng shimarib \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2) qo‘l uchida \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3) og‘zining tanobi qochgan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
8. (B – 18 ball) Ushbu asarlar muallifini aniqlang. Har bir muallif haqida ikkitadan qo‘shimcha ma’lumot yozing.

a) “Xoh inon, xoh inonma” radifli g‘azal muallifi –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
1-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
b) “Muhokamat ul-lug‘atayn” asari muallifi – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
1-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. (B – 18 ball) Iboralarni izohlab, ular ishtirokida gaplar tuzing.

1) og‘zi qulog‘ijda \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2) qulog‘idan kun ko‘rinadi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3) ko‘ngli ko‘tarilmoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (B – 18 ball) So‘zlarni ma’noli qismlarga ajrating.  
   1) tarsaki \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   2) taqillamoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   3) ikkilanmoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   4) onalarcha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   5) o‘nlarcha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   6) yugurganniki \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   7) o‘zbekcha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   8) maqtanchoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   9) sevinch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2-savol

1. (B -18 ball) Ushbu mumtoz adabiyoti namunalarining muallifi va janrini aniqlang.

Ahbob, yigitlikni g‘animat tutinguz.

O‘zni qariliq mehnatidin qo‘rqutunguz.

Oyini adovat-u hasaddin o‘tunuz,

Har nav’ ila o‘zni necha kun ovutunguz. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Necha dedim ul sanamg‘a: “Bormog‘in”,

Qilmadi ul tark oxir bormog‘in.

Munchakim xudro‘yliq ko‘rguzdi ul,

Aql hayrat qildi, tishlab bormog‘in. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ko‘ngluma har yonki boqsam, dog‘i bor,

Har necha dardimni desam, dog‘i bor.

Qilcha tanga bori ishqing yor edi,

Bir sori bo‘ldi firoqing dog‘i bor. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (B – 18 ball) So‘zlarni ma’noli qismlarga ajrating.

1. og‘zaki – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. jizza – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. boyimoq – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. sayroqi – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. foydalanmoq – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) sensiramoq – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. tiriklayin – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. xomligicha – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. yog‘ingarchilik – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9) bajardik – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
3. (B – 18 ball) Matndan keltirilgan parchalarning janrini aniqlang.

Kel, dahrni imtihon etib ket,

Sayri chamani jahon etib ket.

Bedardlaring jafolaridin

Faryod chekib, fig‘on etib ket. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Men – sinuq, ko‘nglum – sinuq, sabrim uyi xud – yerga past,

Bilmagay holim shikastim ko‘rmagan muncha shikast. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Men sening ilkingdin, ey dil, bandamen,

Vah, qachon yetkaymen ul dilbanda men.

Bevafolarg‘a meni qilding asir,

Sen menga sultonsen, ey dil, banda – men.   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 4. (B – 18 ball) Avaz O‘tar ijodiga mansub parchadan ajratilgan so‘zlarning  
 izohini yozing:

Har tilni biluv emdi ba’ni odama jondur,

Til vositayi robitayi olamiyondur.

G‘ayri tilini sa’y qiling bilgani, yoshlar,

Kim ilm-u hunarlar bilonki ondin ayondur.

Ilm-u fan uyiga yuboringlar bolangizni,

Onda o‘qug‘onlar bori yaktoyi zamondur.

robita – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g‘ayri – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

yaktoyi zamon – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. (B – 18 ball) Abay hayoti va ijodiga oid ushbu jumlalarni mazmunan bog‘lab, 4 – 5 ta gapdan iborat matn yozing.  
1) o‘lanlar;  
2) yoshlikni behuda sarflama;  
3) chiqargan xulosalarim.  
  
6. (B – 18 ball) So‘zlarni ma’noli qismlarga ajrating.

1) bo‘yoqchilik \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2) yuztadan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3) keltirmoqchi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4) gumburlaydigan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
5) sabrsizlik \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
6) uyalganidan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
7) bilmaslik \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
8) bajardik \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
9) o‘chirg‘ichsiz \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
7. (B – 18 ball) Nodira hayoti va ijodiga oid ushbu jumlalarni mazmunan bog‘lab, 4 – 5 ta gapdan iborat matn yozing  
1) hijron motivi;  
2) g‘azal;  
3) chiqargan xulosalarim.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. (B – 18 ball) Yasalish asosi fe‘l bo‘lgan yasalmalarni aniqlab yozing.   
1) atamoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2) sanamoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3) sovuq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4) turtkilamoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
5) gapirmoq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
6) qaynatma (ot) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
7) chinqiroq \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. (B – 18 ball) Matndan ajratilgan so‘zlarning turkumini aniqlab yozing.

Filni katta va vahimali xonaga qamab, umrida ko‘rmagan kishilarga ko‘rsatishdi. Xona qop-qorong‘i… Nafas olishidangina u yerda haybatli maxluq borligi ma’lum edi. Kishilar avval filni paypaslab ko‘rishdi. So‘ng ular ko‘zlarini yarim yumgancha o‘z tasavvurlarini bayon qilishdi.  
ot so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
fe’l so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
sifat so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
son so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
ravish so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
olmosh so‘z turkumi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

yordamchi so‘zlar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. (B – 18 ball) Ushbu asarlar muallifini aniqlang. Har bir muallif haqida ikkitadan qo‘shimcha ma’lumot yozing.  
a) “Bir qamar siymoni ko‘rdim baldai Kashmirda…” g‘azali muallifi. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
1-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2-ma’lumot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
b) “Dardiga darmon istamas” she’r muallifi.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
1-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2-ma’lumot: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3-savol

1. (Q -21 ball) Grammatik bog‘lanishlarni aniqlab yozing.

Kampirning nevaralariga hayhaylashi, bolalarning quvnoq qahqahasi, ustiga

kichkintoylarni chiqarib olgan Asliddinning jo'rttaga voyvoylashi ochiq darvoza

osha ko‘chaga eshitilib turardi.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
2. (Q – 21 ball) Oybekning “Navoiy” romanidan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning izohini yozing:

…Zarrin to‘shakda o‘tirgan Husayn Boyqaroga ko‘zi tushishi bilan uning vaziyatini allanechuk boshqacha sezib, hayratlandi-da, rasmiy ta’zimdan so‘ng, podshohning ishorati bilan unga yaqin o‘tirdi. **E’timodli** beklar, vazirlar yo‘q…

… Podshoh o‘z hayajonini yashirolmay, achchiq shikoyat bilan dedi:

**Dorissaltanatda** bir guruh razil avboshlarning fitnasini daf etmoq uchun ne chora buyursak ekan?..

…Navoiy vazminlik bilan murojaat etdi:

– Xoqon yaralik ko‘ngullarning shifosi uchun siz **hakimi hoziq** bo‘lmoqligingiz kerak. Kaminaning fikricha, bu yerda qilichning aslo hojati yo‘qdur!”.

e’timodli – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

dorissaltanat – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hakimi hoziq – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
3. (Q – 21 ball) Grammatik bog‘lanishlarni aniqlab yozing.

Tabiat inson qo‘liga intellektual kuch-qudratni berdi, lekin u bu qurolni aks tomonga xizmat qildirishi mumkin.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
4. (Q – 21 ball) Grammatik bog‘lanishlarni aniqlab yozing.

Barcha tirik mavjudot va o‘simliklar mavjudlikning ilk pallasida nozik va zaif, o‘lim lahzalarida esa quruq va chirkindir.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. (Q – 21 ball) Grammatik bog‘lanishlarni aniqlab yozing.  
Bizlar palov damlashga ayollarga nisbatan o‘zimizni ustasi farang deb bilamiz.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. (Q – 21 ball) Keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

“Men o‘qiydigan 3-«A» sinfida yoshi anchaga borgan, tishlari to‘kilib qolgan, ammo juda muloyim, mehribon rus kampiri dars berardi. Bir oydan beri bu kampir — hozir ism-shariflari yodimda yo‘q — kasal bo‘lib, o‘rniga yosh tatar yigitcha dars bera boshlagan edi. Qattiq oqsoqlanib yuradigan bu yigitcha bizga qo‘shni bo‘lmish raykom kotibining qaynisi bo‘lib, dadam qamalganlaridan keyin menga o‘qrayib qaray boshlagan edi...

Shu-shu battar mung‘ayib, avvalgidan battar oqsoqlanib qolgan o‘qituvchi menga achinib qaraydigan, yo‘lakdami, hovlidami — tanho yurganimni ko‘rsa, boshimni silaydigan bo‘lib qolgandi”.

oqsoqlanib – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
raykom kotibining – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

mung‘ayib – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
7. (Q – 21ball) Odil Yoqubovning “Yaxshilik” hikoyasidan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

… Birov o‘choq qurmoqda, birov o‘tin yormoqda, birov hovliga suv sepib, so‘riga palos yozmoqda. … U meni imlab chaqiradi, qo‘lidagi ro‘molidan do‘ppimga ikki-uch bosh chillaki uzum soladi… Tog‘am buloq bo‘yiga cho‘nqayib, yuzini yuvar, lekinoyim esa egnida atlas ko‘ylak, boshida chetlariga gunafsharang gul tikilgan ipak durra… uning yonida turardi.   
palos – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
chillaki – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
durra – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. (Q – 21ball) Grammatik bog‘lanishlarni aniqlab yozing.

Filni katta va vahimali xonaga qamab, umrida ko‘rmagan kishilarga ko‘rsatishdi. Kishilar avval filni paypaslab ko‘rishdi. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. (Q – 21 ball) Odil Yoqubovning “Ulug‘bek xazinasi” romanidankeltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

… Bir parcha sariq qog‘ozga pala-partish yozilgan nomada amir Iskandar shahzoda Abdullatifning hirovul qo‘shinlari pistirmadan chiqib, uning qalb qo‘shinlariga hamla qilganini yozgan edi…

* Hayhot! –dedi. – Shahzodada tosh otg‘uvchi arrodalar bordur, taqsir!..

hirovul – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

qalb – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

arroda – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. (Q – 21 ball) Ushbu birliklarni so‘z birikmasi va so‘z qo‘shilmasi kabi ikki guruhga ajratib yozing.

Yoshlar va kelajak, devor bo‘ylab qaramoq, yosh-u qari, buloqday tiniq, sen-la men, Vatan uchun kurashmoq, telefon orqali suhbat qurmoq, yurtim shamoli, o‘z yurting, zimdan qaramoq, qalam bilan yozmoq, buloq kabi sof.

a) teng bog‘lanish (so‘z qo‘shilmasi): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) so‘z birikmasi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4-savol

1. (Q- 21ball) Abdulla Qahhorning “O‘g‘ri” hikoyasidan keltirilgan parchada ajratib ko‘rsatilgan so‘zlarni izohlang.

…Qobil bobo yerga qarab tek qoldi.

* Qidirtirsakmikin-a? – dedi amin chinchalog‘ini etigining ostiga artib, – suyunchisi nima bo‘ladi? Suyunchisidan chashna olib kelinmadimi?

…Bir hafta o‘tdi Bu bir hafta ichida kampir “duoning zo‘ri bilan qulf ochadigan” azayimxonga obdastagardon qildirgani qatnab yarim qop jiyda, uch yelpishtovoq jo‘xori, ikki kalava ip eltdi…

chashna –

azayimxon –

obdastagardon–  
  
2. (Q – 21ball) Gap bo‘laklari bilan aloqaga kirishmaydigan bo‘laklarni aniqlab, turini yozing.

**Turobjon:** – (Qaytib kelib, uyga qaragancha.) Kuchingiz yetmaydi-yov, dada,

**Qumri:** – Bo‘laqol, bolam. (Sumkani olib, o‘g‘lini yetaklaganicha.) Yaxshi-yomon gap o‘tgan bo‘lsa, xafa bo‘lmang, dadasi... (Ketadi.)...

**Olimjon:** – Shunaqa desayam bo‘ladi. Lekin garaj yotoqxona tipida quriladi. Eng asosiysi, Qo‘chqor aka, bu robotlar arzonga tushadi. Yoqilg‘i kerak emas, batareyalarda ishlaydi. Ikkinchidan ularni tinimsiz ishlatish mumkin. Issiq demaydi, sovuq demaydi, kechasimi, kunduzimi – ishlayveradi!

**Qo‘chqor:** Oylik ham so‘ramaydimi?

**Olimjon:** – Albatta-da!..

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3. (Q – 21ball) G‘afur G‘ulomning “Shum bola” asaridan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning izohini yozing:

Hozir chiqqan o‘rimiz daryoga nisbatan Quri kalas deb nomlangan ekan… Uzumchi g‘ayribuddiyor ekanimni fahmlab, ba’zi maslahatlarni berdi. Bu qishloqda Sariboy bo‘lis degan katta yer egasi bor ekan.

o‘r – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g‘ayribuddiyor – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bo‘lis – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
4. (Q – 21ball) Maqsud Shayxzodaning “Jaloliddin Manguberdi tragediyasidan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.  
Ishingiz bo‘lmishdir, doston tillarda,  
Sizni kutmakdadir ezilgan o‘lka,   
Boqar intizor-la doimo yo‘lga.  
Sizga hasadkorlar tamom pushaymon,  
Onangiz, singlingiz qal’ada omon.  
Sizga yuborilar sipohiy xil’at…  
hasadkorlar – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
sipohiy – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
qal’a – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. (Q – 21ball) Said Ahmadning “Ufq” romanidan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

“Zebi qumg‘ondan sopol piyolaga choy quyib yigitga olib bordi.Yigit bir dam ketmonini yerga tashlab qo‘lidan piyolani oldi. Zebiga qarab-qarab simira boshladi. Tursunboy tamshandi. Sho‘r ko‘lmak ichaverib Tursunboy choy ta’mini unutayozgan edi.”

qumg‘ondan - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tamshandi - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
ko‘lmak - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
6. (Q – 21ball) Grammatik bog‘lanishlarni aniqlab yozing.

Agar yolg‘iz turganingda kimnidir eslab, yuzingda tabassum paydo bo‘lsa, bu narsa o‘sha insonga bo‘lgan muhabbatning alomatidir.

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7. (Q – 21ball) Gap bo‘laklari bilan aloqaga kirishmaydigan bo‘laklarni aniqlab, ularning turini yozing.

* Bobojon, nega indamadingiz, maslahat bermadingiz? – dedi Azimjon bobosining yoniga borib o‘tirarkan.
* Men shu uzundan uzoq umrida-chi, bolam, hech qachon bunday ojiz, bunday ayanch holga tushgan emasdim, – dedi Ochil buva...

... Nazarimda, qismat ham sizning qo‘lingizda...

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8. (Q – 21ball) Hojiakbar Shayxovning “Birinchi sinov” hikoyasidan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

Kema ekipaji bor-yo‘g‘i ikki kishi – u paytda hali dunyoga kelmagan hikoyamiz qahramoni jajji Shahnozaning otasi va onasidan iborat va ularning har ikkovi endi o‘ttiz yoshga qadam qo‘yishgandi… Bu davrda fazogirlar yo‘lda farzand ko‘rishlari, ularni o‘qitib, tarbiya qilishlari va keyinchalik kemani boshqarishni ularga topshirishlari lozim edi… Axir, qachon ekspeditsiyaga biron foyda keltira boshlayman…   
ekipaj – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
fazogir – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
ekspeditsiya – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
9. (Q – 21ball) Grammatik bog‘lanishlarni aniqlab yozing.

Kampirning nevaralariga hayhaylashi, bolalarning quvnoq qahqahasi, ustiga

kichkintoylarni chiqarib olgan Asliddinning jo'rttaga voyvoylashi ochiq darvoza   
 osha ko‘chaga eshitilib turardi.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
10. (Q – 21ball) G‘afur G‘ulomning “Shum bola” asaridan keltirilgan parchadan ajratib ko‘rsatilgan so‘zlarning to‘g‘ri izohini yozing.

Ha, mayli, sal o‘zingni tutib olguningcha o‘n-o‘n besh kun ishlab tur. Keyin yo‘lingni topib olarsan… – degan dudmol maslahat berdi. Bitta bo‘sh sopol tovoqqa bir cho‘mich go‘ja quyib berdilar. Ikki burda jaydari non bilan shu oshni maza qilib ichib oldim.

dudmol – *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

go‘ja – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

jaydari non – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5-savol

1. (M – 22 ball) Ovchining tutgan yo‘li haqida mulohaza yuriting. Fikrlaringizni hayotiy misollar asosida kamida 4 –5 ta gap orqali ifodalang.

Bir ovchi kaklik tutib olibdi. Uni o‘ldirmoqchi bo‘lgan ekan, kaklik: Meni tirik qoldirsang, evaziga to‘ringga juda ko‘p kakliklarni ilintirib beraman”, - debdi. Ovchi kaklikni qo‘yib yuborishga moyil bo‘lib turgan ekan, ammo uning gapini eshitgach g‘azablanib shartta o‘ldiribdi.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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2. (M – 22 ball) Chingiz Aytmatov “Asrga ta’tigulik kun” romanidan keltirilgan parchadagi obrazning o‘y-fikrlari asosida o‘z xulosangizni 4 – 5 ta gap orqali ifodalang.

“… U kim bo‘lsa ham mayli, taqdir boshiga shunday qora kunlarni solib, dushmanlar shunchalik tahqir etgan ekan, bu – uning aybi emas. Mayli, ovsar bo‘lsa ham o‘g‘lini qullikda, asoratda qoldirib ketmaydi. Bosqinchilar tutqun etilgan farzandlarimizni mayib-majruh qilganlarini, xo‘rlab, aqldan ozdirib, notavon bir ahvolga solib qo‘yganlarini naymanlar ko‘rib qo‘ysin-da, or-nomusdan qo‘lga qurol olsin…”

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3. (M – 22 ball) Thakurning “Shubxa” hikoyasidan keltirilgan parcha asosidachiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

…Alamdan yuraklari siqilgan Shubxaga ko‘zyoshlari sira omon bermasdi. Bir necha kundan buyon uni noma’lum bir xavft-xatar qiynar va u tilsiz bir jonivordek, goh onasi, goh otasi ketidan yurardi. Qiz shahlo ko‘zlarini kata ochib, biror narsa anglash niyatida, hayajon bilan tikilsa ham, ota-onasi unga biror og‘iz so‘z aytmas edi.

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4. (M – 22 ball) Quyida berilgan parcha asosidachiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

Dunyo ne’matlariga ahamiyat bermaydigan, o‘zini juda kamtar tutadigan buyuk islom olimlaridan biri faqat bir kishi o‘tishi mumkin bo‘lgan tor yo‘lakda shaharning o‘ziga bino qo‘ygan katta boylaridan biri bilan to‘qnash kelibdi.

Qorni kajavaday keladigan boy:

* Men bir devonaga yo‘l berib chetga chiqmayman! – deb pishqiribdi. Haligi olim kishi yo‘l berar ekan, g‘oyat sokin ohangda debdi:
* Men esa yo‘l beraman!

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5**.** (M – 22 ball) “Rahmat sizga, xonim” hikoyasidagi parchadan ajratilgan jumla haqida chiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

Ovqatlanib bo‘lishgach ayol bolaning qo‘liga o‘n dollar tutqazdi...

* Bunga o‘zing xohlagandek, zamsha tufli sotib olgin. Lekin keyingi safar bu xatoni takrorlama – menga o‘xshagan birortasining cho‘ntagiga qo‘lingni suqma. Oyoq kiyim orzusi oyoqlaringni yomon yo‘lga boshlamasin.

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6.(M – 22 ball) Ushbu hadisdan chiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

Hazrati Rasululloh sallallohu alayhi vasallamning zavjalari Oyisha onamiz raziyallohu anho bunday degan ekanlar: “Musulmon kishiga yetadirgan har bir musibat, hattoki badanining biror yeriga kirgan tikan ham uning gunohiga kafforat bo‘lg‘usidir”.

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7.(M – 22 ball) Ushbu matndanchiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.   
“… har kim tug‘ulgan, o‘sgan yerini jonidan ortiq suyar. Hatto bu vatan hissi-tuyg‘usi hayvonlarda ham bor. Agar bir hayvon o‘z vatanidan – uyuridan ayirilsa, o‘z yeridagi kabi rohat-rohat yashamas, maishati talx bo‘lub, har vaqt dilining bir go‘shasida o‘z vatanining muhabbati turar”. (Abdulla Avloniy)  
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8.(M – 22 ball) Ushbu matndanchiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

Gar rafiq o‘lsa bu tavfiq-u muyassar bo‘lsa adl,

Shaksiz, o‘lur ul kishining manzili bog‘i jinon.

Yaxshi avsof ila qil ushbu jahon ichra suluk,

To saning avsofing o‘lg‘ay olam ichra doston.

(tavfir – ko‘mak, yordam, bahramandlik; bog‘i jinon – jannat bog‘i; avsof – vasflar, ta’riflar; suluk – yo‘l)   
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9.(M – 22 ball) Ushbu matndanchiqargan xulosangizni 4 – 5 ta gap orqali ifodalang.

Tabibga ko‘rsatmay kasal tomirin,

Tuzalmoq xayoli xomdur, hushyor bo‘l.

Bilmaganingni so‘ra, so‘rash nomusi,

Bilki, bilimdonlik va hurmatga yo‘l. *(Shayx Sa’diy, “Guliston”)*   
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10.(M – 22 ball) Quyidagi yo‘naltiruvchi savollar asosidaAbdulla Qodiriyning “Mehrobdan chayon” romani haqidagi xulosalaringizni yozing.

1. Abdulla Qodiriy nima uchun o‘z asarini “Mehrobdan chayon” deb nomlagan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2. Siz asarni qanday nomlagan bo‘lar edingiz? Fikringizni asoslab yozing.

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