



Kattaqo‘rg‘on davlat pedagogika instituti Filologiya va ijtimoiy fanlar fakulteti
4-bosqich Xorijiy tiul va adabiyoti: ingliz tili yo‘nalishi talabalariga 8-semestr uchun
« Til aspektlari amaliyoti »fanidan yakuniy nazorat savollari
Imtihon shakli: yozma

Mavzu raqami	1-QISM “OSON SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning kirish qismidan asosan nazariy savollardan iborat bo‘ladi (tayanch iborasi bo‘ladi).	2-QISM “ODDIY SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 1-rejasidan asosan mulohazaviy savollardan iborat bo‘ladi (tayanch iborasi bo‘ladi).	3-QISM “MURAKKAB SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 2-rejasidan asosan qoidalar, teoremlar, kabi savollardan iborat bo‘ladi (tayanch iborasi bo‘lmaydi).	4-QISM“MURAKKAB SAVOLLAR 2” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 3-rejasidan asosan tendensiyalar, paradigmlar, konsepsiyalar kabi savollardan iborat bo‘ladi (tayanch iborasi bo‘lmaydi).	5-QISM “QIYIN SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning xulosa yani yakuniy qismidan asosan talabani mustaqil fikrlashga, mavzuni to‘liq anglashga yo‘naltiradigan savollardan iborat bo‘ladi (tayanch iborasi bo‘lmaydi).
1.	Explain why the Present Simple is used for universal truths, such as "Water boils at 100°C," even if the action is happening right now.	How does using the Present Continuous with words like "always" change the meaning to express annoyance instead of a regular habit?	Why do we use the Present Perfect for actions that happened in the past but show a clear result in the present?	What is the logical difference between saying someone "has gone to" a place and "has been to" a place?	Why are stative verbs like "know" or "believe" usually not used in the continuous form?
2.	Contrast the use of the Present Continuous for fixed future plans with "be going to" for intentions.	When should you use the Past Simple for a finished time instead of the Present Perfect for an unstated time?	How does the Past Continuous function to provide the background description for a main event in a story?	How can the Past Perfect Continuous be used to show the cause of a visible result we saw in the past?	Contrast "will" for quick decisions with "be going to" for plans you have already made.
3.	How can you ask about someone’s future arrangements politely using the Future Continuous?	Does the Present Perfect Continuous focus more on how long an action lasted or on its end result?	When is the Present Simple used to talk about future events that are part of a fixed timetable?	Compare the logic of "used to" and "would" when describing things you did regularly in the past.	Why can "used to" describe a past state (like living in a city) while "would" cannot?
4.	What does it mean logically when someone says "they are used to" a difficult situation?	How do we use "was going to" for plans that were intended but never actually happened?	Explain the process of becoming accustomed to something using the structure "get used to".	Why does "remember" followed by an infinitive refer to the future, but followed by an -ing form refer to the past?	Contrast the meaning of "stop" when followed by an infinitive (purpose) versus an -ing form (ending an action).
5.	Explain the logical difference between "try + infinitive" (effort) and "try + -ing" (experiment).	When do sensation verbs like "see" or "hear" use a bare infinitive for a whole action versus an -ing form for part of it?	When can an -ing form be used as a noun to describe a general activity?	Explain how "too" and "the infinitive" work together to show a negative or unsatisfactory result.	Why do we use the infinitive after expressions like "the first," "the last," or "the next"?
6.	What is the logical difference between an -ing adjective and an -ed adjective ?	Why is it wrong to say "I am boring" if you mean that you feel uninterested in something?	How does the choice of an -ing or -ed adjective show if the subject is the source or the receiver of an emotion?	How do we use "must" to make a logical assumption about a present situation?	How does "should have + past participle" function as a tool for past criticism or regret?
7.	What kind of obligation or social duty is expressed by the modal verb "ought to"?	Compare ellipsis, repetition, and substitution in terms of their function in communication.	Compare the logic of using "will" for beliefs and "be going to" for predictions based on evidence.	Explain the logic of the "backshift" of tenses and why it happens when the reporting verb is in the past.	Contrast the use of "a/an" for general mentions with "the" for specific or second mentions.
8.	Compare the logic of "a few" (positive meaning) with "few" (negative meaning)?	Explain the logic of quantifiers like "much" and "many" based on whether a noun is countable.	Write a compound-complex sentence about your daily routine and explain its parts.	Combine three simple sentences into one compound-complex sentence.	Rewrite a short paragraph using at least one compound-complex sentence.
9.	What is compound-complex sentence? Give an example of a compound-complex sentence used in conversation.	What is a genre in discourse analysis, and why is it important?	Add different suffixes to one word (e.g., "teach") and explain the changes.	Give examples where suffixes change a noun into an adjective.	Give examples of common suffixes used in academic writing.
10.	How can suffixes help you expand your vocabulary	Explain different genres of written discourse.	Give two meanings of a homonym and use them in sentences.	Write sentences to show the difference between "their" and "there." Are they homophones or homographs?	Why do students confuse homophones? Give examples.
11.	Use two homographs in a sentence and explain their meanings.	Give examples of words that sound the same but are spelled differently.	Create a short dialogue using homophones.	Discuss the unique characteristics of a demonstrative speech.	Make a list of 5 homophones you often confuse.
12.	Write a short paragraph using at least 3 homonyms.	Describe the three main types of persuasive speeches:	What is discourse in simple words? Give an example.	Why is context important in understanding discourse?	Give one example of spoken discourse and one of written discourse.
13.	Why is written discourse usually more organized than spoken discourse?	What is intonation as one of the spoken discourse peculiarities? Give examples of rising and falling intonation.	Why are pauses important when speaking?	Give examples where stress changes meaning in sentences.	How do tone and intonation differ?
14.	Give examples of emphasis using stress.	Combine two sentences using "and," "but," and "because."	How do conjunctions help connect ideas?	Write a paragraph using at least 5 conjunctions.	How do conjunctions show cause and effect?
15.	Why are conjunctions important for clear communication?	Compare the different types of speeches in terms of their communicative goals.	Define the purpose of special occasion speeches. Using examples like weddings or graduations	Give examples of polite vs impolite language.	How do people take turns in conversation?
16.	How do people change topics in conversation?	Why are communication strategies important in real life?	Explain the difference between paper and a paper. In what professional or academic contexts would you use each?	Distinguish between the uncountable use of trade as a broad economic activity and the countable use of a trade	Discuss the distinction between work as general effort or activity and a work as a specific creation
17.	How does an informative speech differ from other types of speeches in terms of objectivity?	Explain how the addition of an indefinite article changes the meaning of home from a general idea of a place where one lives to a specific institution, such as a residence for the elderly or those with nowhere else to go	What are text-referring words and why are they important in academic writing?	Explain how text-referring words help create cohesion in a text.	What is the difference between referring backward and referring forward in discourse?
18.	Define pronouns as text-referring words and explain their function in sentences.	Discuss the difference between anaphoric and cataphoric reference with your own examples.	Compare descriptive and explanatory informative speeches with examples.	Give examples of collective nouns used for people, animals, and objects.	What are collective nouns, and how are they different from regular nouns?
19.	Give examples of uncountable nouns and show how they can be made countable in real-life contexts.	Explain the role of partitive expressions (e.g., a piece of, a bottle of) in making uncountable nouns countable.	Can some nouns be both countable and uncountable? Explain with examples.	How do quantifiers like many, much, few, and little differ when used with countable and uncountable nouns?	What is the difference between countable and uncountable nouns? Give your own examples.
20.	What is clipping, and how does it shorten words? Provide examples	What is an initialism, and how is it different from an acronym? Provide examples.	Define exophoric reference and explain its relationship to "assumed shared knowledge" between a writer and a reader.	Compare and contrast the functions of anaphoric and cataphoric reference.	What is an adjacency pair?
21.	What is an acronym, and how is it formed? Provide examples.	What does it mean when a reference is exophoric? Give an example of a common exophoric phrase and explain why the writer doesn't need to define it in the text	What is the difference between transactional and interactional calls?	What is ellipsis in conversation?	What is overlapping speech?
22.	What are the main types of abbreviations, and how do they differ from each other?	Analyze the linguistic differences between official and unofficial texts	Why are private calls considered flexible?	What are the stages of a business call?	What makes emergency calls different from other calls?

23.	How can abbreviations be classified based on their structure and pronunciation?	Imagine you are tasked with converting a personal message ("unofficial text") regarding a workplace incident into a formal report ("official text"). Describe the specific changes you would make to the vocabulary and tone to ensure it meets institutional standards	What is the purpose of service calls?	What features characterize institutional calls?	What are telephone calls studied as in discourse analysis?
24.	What are abbreviations, and why are they used in communication?	Why is technical terminology a defining characteristic of special texts?	Discuss the difference between anaphoric and cataphoric reference with your own examples.	Explain what collective nouns are and provide your own examples in sentences.	Compare two varieties of English (e.g., British and American) in terms of vocabulary, grammar, and pronunciation.
25.	What is the main difference between an acronym you say as a word (like NATO) and an abbreviation you read as individual letters (like BBC)	Evaluate the importance of standardized expressions in official texts such as contracts or laws.	What are conjunctions and why are they important in communication?	What is politeness in communication and why is it important?	What is turn-taking and why is it important in conversations?
26.	Why do we say some abbreviations letter-by-letter (like BBC) but say others like a normal word (like NATO)?	Special texts are described as being objective and informative. Explain why maintaining an objective tone is critical for research papers and technical manuals, and how this differs from the personal opinions often found in unofficial texts	What are hesitation features and why do speakers use them?	What are pragmatic strategies and how do they affect meaning in communication?	What is meant by “World Englishes” and why is it important in today’s world?
27.	Compare spoken and written discourse using real-life examples.	How does the "clear structure" of an official text (like a law) differ from the "free structure" of an unofficial text (like a social media post)?	What are compound nouns? Explain their structure and types with examples.	How do compound nouns differ from simple nouns? Provide examples.	Create five original sentences using different types of compound nouns.
28.	Why is context important in understanding discourse?	Explain why official texts must follow "strict rules" and "standardized expressions" instead of using personal language	What are abstract nouns? How do they differ from concrete nouns?	What are onomatopoeic words and how do they function in language?	Provide examples for types of onomatopoeic words and explain the sounds they represent.
29.	How is discourse different from a single sentence?	Contrast the use of "technical terminology" in special texts with the "informal vocabulary" used in unofficial texts.	Compare entertaining and motivational speeches in terms of structure and language.	Analyze the language features of a motivational speech.	What is ellipsis in spoken discourse? Provide examples.
30.	Both official and special texts are described as "objective." Explain what this means and why "personal opinions" are usually excluded from these documents.	Why is it important for official texts to have "no emotional or colloquial words"? Provide an example of how adding emotion could change a formal document.	What is substitution in discourse? Give examples using words like one, do, so.	What are the main functions of repetition in spoken language?	Why do speakers use ellipsis instead of complete sentences? Provide examples of ellipsis in everyday conversations.