Kattaqo‘rg‘on davlat pedagogika instituti Filologiya va ijtimoiy fanlar fakulteti
60110900 - Xorijiy til va adabiyoti: ingliz tili
4-bosqich yo‘nalishi talabalariga 7-semestr uchun
« Ingliz tili nazariy kursi » fanidan yakuniy nazorat savollari
Imtihon shakli: og‘zaki

TASDIQLAYMAN
O‘quv-uslubiy boshqarma boshlig‘i
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1	1. Define the subject matter of theoretical grammar and how it differs from practical grammar.	3. Explain the difference between synthetic and analytic features in language structure.	5. Analyze the hierarchical structure of language levels (phonological, morphemic, lexical, syntactic).	7. Evaluate the relationship between grammar and lexicology from a structural point of view.	9. Compare and contrast the views of Henry Sweet and Otto Jespersen on the grammatical structure of English.
1	2. What is a morpheme? Define its basic function in language.	4. Distinguish between free morphemes and bound morphemes with examples.	6. Discuss the concept of allomorphy and give examples of positional and free variation of allomorphs.	8. Critically examine the structural types of morphemes (root, derivational, and inflectional) in English.	10. Critically analyze the problem of morphemic segmentation (zero morphemes, discontinuous morphemes, and suppletivism).
2	1. What is a grammatical category? List two grammatical categories of the English noun.	3. Explain the concept of oppositional analysis (binary opposition, marked vs. unmarked member).	5. Analyze the morphological and syntactic criteria that define the verb as a notional part of speech.	7. Differentiate between grammatical meaning, lexical meaning, and categorial meaning.	9. Debate the status of Pronouns in English: Are they an independent part of speech or a functional substitute class?
2	2. List all the notional parts of speech in Modern English.	4. State the main criteria used for classifying words into parts of speech (semantic, formal, functional).	6. Discuss the phenomenon of field structure in parts of speech (core and periphery).	8. Critically examine the problem of the Adjective and Adverb interaction in Modern English syntax and morphology.	10. Analyze the neutralisation and transposition of grammatical categories using specific English examples.
3	1. Name the principal (main) parts and secondary parts of a sentence.	3. Explain the difference between a phrase (syntagm) and a full sentence.	5. Analyze the structural types of the predicate (simple, compound verbal, compound nominal).	7. Compare traditional sentence parsing with IC (Immediate Constituents) analysis.	9. Critically evaluate the problem of one-member (unipersonal) sentences versus two-member incomplete (elliptical) sentences.
3	2. What is syntax? Define its main unit of study.	4. Classify sentences according to their purpose of utterance (communicative types).	6. Explain the concept of phrase structure rules and syntactic trees in generative grammar.	8. Discuss the syntactic functions of secondary parts (Object, Attribute, Adverbial Modifier) and their semantic roles.	10. Analyze the relationship between deep structure and surface structure in English sentence syntax.
4	1. What is a simple sentence? Give its basic structural formula.	3. Differentiate between syndetic and asyndetic coordination/subordination.	5. Analyze the syntactic and semantic differences between parataxis (coordination) and hypotaxis (subordination).	7. Examine the structural and semantic peculiarities of compound-complex (composite) sentences.	9. Critically analyze the phenomenon of polypredication and semi-composite sentences (structures with non-finite verb forms).
4	2. Define a composite sentence and name its two main types.	4. List the structural types of simple sentences based on composition (unextended, extended).	6. Discuss the structural classification of complex sentences based on the type of subordinate clause.	8. Differentiate between restrictive and non-restrictive relative clauses from structural and functional perspectives.	10. Debate the boundary between a compound sentence with coordinate clauses and a simple sentence with homogeneous predicates.
5	1. What is a sentence clause? How does it differ from an independent sentence?	3. Explain the function of cohesive devices (conjunctions, pronouns, lexical repetition) between sentences.	5. Analyze the semantic types of subordinate clauses (nominal, adjectival, adverbial) and their syntactic status.	7. Examine the syntactic and communicative role of parenthetical expressions and inserted clauses in sentence sequences.	9. Critically evaluate the theory of Functional Sentence Perspective (FSP: Theme and Rheme) in multi-sentence structures.
5	2. Define the rule of Sequence of Tenses in English.	4. Distinguish between anaphoric and cataphoric references in sentence sequences.	6. Discuss the concept of supra-phrasal units (tekstual birlik / text segment) and their structural cohesion.	8. Analyze how the Sequence of Tenses operates in indirect speech within complex narratives.	10. Debate whether text syntax should be considered an independent level of linguistic analysis beyond traditional sentence syntax.
6	1. Define the articulatory criteria for distinguishing vowels from consonants.	3. Classify the vowel sound /iː/ according to tongue position, lip position, and length.	5. Explain Daniel Jones's system of Cardinal Vowels and its significance in phonetic classification.	7. Analyze the phenomena of aspiration and pre-fortis clipping in English consonants with examples.	9. Transcribe the following sentence phonetically, marking all vowel shortenings and consonant modifications: "That black cat sat on a flat mat."
6	2. What is a diphthong? Give three examples in IPA transcription.	4. Classify the consonant /θ/ according to place and manner of articulation and state of vocal cords.	6. Compare the English sound /t/ with its Uzbek counterpart /t/ in terms of place and manner of articulation.	8. Contrast Monophthongs, Diphthongs, and Triphthongs using acoustic and articulatory parameters.	10. Critically evaluate the structural differences between the English vowel system (RP/SSBE) and the Uzbek vowel system from a typology perspective.
7	1. Define a syllable and state its peak (nucleus) in English.	3. Distinguish between open, closed, covered, and uncovered syllables with examples.	5. Analyze the functional difference between word stress (accentuation) and sentence stress.	7. Examine the phenomenon of Syllabic Consonants (/l/, /n/) in English and determine the conditions under which they form a syllable peak.	9. Provide a complete intonational transcription (intonation marks, stress, tonetic stress marks) for the dialogue: A: "Are you leaving today?" B: "Well, I thought I would, if you don't mind."
7	2. What are the three main components of intonation in English?	4. Identify the tones (Falling, Rising, Fall-Rise) used in statements versus general questions.	6. Explain the concept of "Nuclear Tone" and "Pre-nuclear pitch movement" in English intonation structure.	8. Discuss the communicative functions of the Fall-Rise tone (attitudinal, grammatical, and discourse functions).	10. Debate the Sonority Theory vs. the Expiratory (Chest Pulse) Theory in explaining syllable formation.
8	1. What is RP (Received Pronunciation) and how does it relate to SSBE (Standard Southern British English)?	3. Differentiate between rhotic and non-rhotic accents with specific examples (e.g., GA vs. RP).	5. Compare General American (GA) and Received Pronunciation (RP) in terms of vowel shifts and consonant variations.	7. Evaluate the diagnostic role of ear-training and phonetic transcription exercises in correcting interlingual interference.	9. Design a 15-minute corrective pronunciation lesson plan targeting Uzbek learners' common error with the contrast between /v/ and /w/.
8	2. Name two main methods of teaching pronunciation in secondary schools.	4. Explain the difference between imitation-based and analytical-linguistic approaches to teaching phonetics.	6. Analyze how the communicative approach integrates phonetic drills into real-life contextual speaking tasks.	8. Discuss the concept of "Intelligibility Threshold" versus "Native-like Accent" as a goal in modern language pedagogy.	10. Critically examine the impact of World Englishes and ELF (English as a Lingua Franca) on traditional standards of teaching English pronunciation.
9	1. Define a phoneme and state how it differs from a phone/sound.	3. Explain the method of Minimal Pairs (commutation test) used to identify phonemes.	5. Analyze the phonological status of the English affricates /tʃ/ and /dʒ/ (monophonematic vs. biphonematic view).	7. Examine the dynamic processes of assimilation, elision, and coalescence in fluent connected speech.	9. Perform a full phonological analysis of the words "pin", "spin", and "nap", listing all positional allophones of /p/ with detailed rule descriptions.
9	2. What is an allophone? Give an example of positional allophones of /k/.	4. Distinguish between distinctive (phonemic) and non-distinctive (allophonic) features.	6. Discuss the concepts of neutralisation of phonemic contrasts and archiphonemes in structural phonology.	8. Differentiate between progressive, regressive, and reciprocal assimilation with transcriptions.	10. Compare the Prague School's phonological theory (Trubetzkoy) with American Structuralist phonomics regarding phoneme definition.
10	1. State the basic rule of syllable division in Modern English.	3. Distinguish between phonological syllable boundary and morphological morpheme boundary with examples.	5. Analyze the Maximal Onset Principle and Phonotactic Constraints in English syllabification.	7. Examine the accentual patterns of compound words versus word-combinations (e.g., 'blackbird vs. 'black 'bird).	9. Syllabify and explain the syllable division rules for the following words using phonotactic rules: "extraordinary", "instinct", "linguistics".
10	2. Define primary, secondary, and weak stress in English words.	4. Identify the stress patterns in shifting stress pairs (e.g., 'import (n) vs. im'port (v)).	6. Explain the psychological and physiological nature of stress (loudness, pitch, duration, quality).	8. Discuss the historical development of English word stress (Germanic tendency vs. Romance tendency).	10. Critically analyze the Metrical Grid Theory and Stress-timed rhythm in relation to English syllable structure and vowel reduction.
11	1. What is lexicology? What is its main object of study? 2. What is meant by the vocabulary system of the English language?	1. What are the main branches of lexicology? Briefly explain their functions. 2. What is a lexical unit? Give three examples of lexical units in English.	1. Explain the difference between general lexicology and special lexicology with examples. 2. Analyze the relationship between the lexical, grammatical, and phonological levels of English.	1. Explain how words are organized into lexical-semantic groups and illustrate the idea with one English group. 2. Discuss the role of paradigmatic and syntagmatic relations in the English vocabulary system.	1. Analyze the English vocabulary as a dynamic system and explain how new lexical units can affect existing lexical relations. 2. Using examples, evaluate how context and language use influence the organization and functioning of the English vocabulary system.
12	1. What is etymology? What does it study in the history of English vocabulary? 2. What is a morpheme? Give examples of free and bound morphemes in English.	1. Name the major historical sources of the Modern English vocabulary and give one example for each. 2. What is the difference between root, derivational, and functional morphemes? Illustrate with examples.	1. Explain the influence of Old English, French, Latin, and Scandinavian on the formation of Modern English vocabulary. 2. Analyze the morphological structure of the words 'unhappiness', 'reusable', and 'internationalization'.	1. Discuss borrowing as a historical process and explain how borrowed words may become fully integrated into English. 2. Explain the productive word-formation patterns of Modern English and relate them to its morphological structure.	1. Compare the historical origin and morphological structure of three English words from different etymological sources and draw conclusions about their integration into English. 2. Analyze how historical borrowing and modern word formation interact in expanding the English vocabulary, using concrete examples.
13	1. What is the semantic structure of an English word? 2. What is lexical meaning? Give one example of a word and its lexical meaning.	1. What is denotational meaning and what is connotational meaning? Give examples. 2. What are the main types of semantic change? Name at least four.	1. Explain semantic extension, narrowing, amelioration, and pejoration with English examples. 2. Distinguish between polysemy and homonymy and provide examples that demonstrate the difference.	1. Analyze the semantic development of one English word through at least two historical changes in meaning. 2. Explain how metaphor and metonymy can contribute to changes in the semantic structure of English words.	1. Analyze English examples in which semantic change has produced meanings that are difficult to relate synchronically, and explain the historical reasons. 2. Critically evaluate the boundary between polysemy and homonymy using semantic, etymological, and contextual evidence.
14	1. What is homonymy? Define homonyms and give two English examples. 2. What is polysemy? Give an example of a polysemantic English word.	1. Distinguish between homophones, homographs, and full homonyms with examples. 2. What is synonymy? What do we mean by absolute and relative synonyms?	1. Explain the main criteria used to distinguish homonymy from polysemy. 2. Classify synonyms according to their semantic, stylistic, and contextual differences, giving examples.	1. Analyze the semantic relations among the words 'begin', 'start', 'commence', and 'initiate'. 2. Explain how synonymic groups have a dominant member and why this is important for vocabulary organization.	1. Develop a method for deciding whether a group of potentially homonymous or polysemantic words represents homonymy or polysemy, and justify it with evidence. 2. Critically evaluate the role of synonyms in precision, style, register, and expressiveness in English communication.

15	1. What is antonymy? Define an antonym and give two examples. 2. What is meant by a semantic system in the English vocabulary?	1. Name and explain the main types of antonyms: gradable, complementary, and converse. 2. What is a semantic field? Give an example of an English semantic field.	1. Distinguish between semantic opposition and formal opposition, using English antonyms as examples. 2. Analyze the relationships among lexical units within one semantic field, such as 'colour', 'kinship', or 'education'.	1. Explain how paradigmatic relations such as synonymy, antonymy, hyponymy, and meronymy organize the English vocabulary. 2. Discuss the role of semantic fields and lexical-semantic groups in describing the structure of English vocabulary.	1. Analyze an English semantic field and identify its central and peripheral members, explaining the criteria used for classification. 2. Evaluate how semantic relations change when a new word or a new meaning enters an established English lexical system; support your analysis with examples.