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МИНОБРНАУКИ РОССИИ

Юго-Западный государственный университет

УТВЕРЖДАЮ:

Заведующий кафедрой

теоретической и прикладной

лингвистики



Н.И. Герасимова

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ОЦЕНОЧНЫЕ СРЕДСТВА

для текущего контроля успеваемости

и промежуточной аттестации обучающихся

по дисциплине

Теория грамматики первого иностранного языка

45.03.03 Фундаментальная и прикладная лингвистика

1 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ

Раздел (тема) дисциплины: Grammar in the systemic conception of language.

1. Language and its constituent parts.
2. Grammar as a linguistic science.
3. Syntagmatic and paradigmatic relations as the fundamental type of relations between the units of language.

Раздел (тема) дисциплины: Morphemic structure of the world. Categorical structure of the world.

1. Levels of segmental language units.
2. The notions of the morpheme and the word.
3. The properties of the morpheme and the word.
4. Classifications of morphemes.
5. Connection of morphemic feature with grammatical meaning and grammatical category.
6. The means of building up grammatical forms.
10. Changeability of grammatical categories.

Раздел (тема) дисциплины: Grammatical word classification.

1. The principles of traditional parts of speech classification of words.
2. The subcategorization of parts of speech.
3. The syntactico-distributonal classification of words.

Раздел (тема) дисциплины: The notional parts of speech and their features.

1. Noun: general information, gender, number, case, article, determination.
2. Verb: general information, finite and non-finite forms, person number, tense, aspect, voice, mood.
3. Adjective, adverb, numeral, pronoun: notions, meanings and functions.

Раздел (тема) дисциплины: The functional parts of speech and their features.

1. Article, preposition, conjunction, particle, modal verb, interjection: notions, meanings and functions.

Раздел (тема) дисциплины: Syntagmatic connections of words.

1. The types of notional words groupings.
2. The kinds of syntagmatic word groupings.

Раздел (тема) дисциплины: Sentence as a unite of speech.

1. The notion of the sentence.
2. Actual division of the sentence.
3. Communicative types of sentences.

Раздел (тема) дисциплины: Simple sentence.

1. Constituent structure of the simple sentence.
2. Paradigmatic structure of the simple sentence.

Раздел (тема) дисциплины: Composite Sentence.

1. Composite Sentence as a polypredicative construction.
2. Complex Sentence. Semi-complex sentence.
3. Compound Sentence. Semi-compound sentence.
4. Sentence in the text.

Шкала оценивания: 4-балльная.

Критерии оценки:

4 балла выставляется обучающемуся, если его ответ полный, содержательный, развернутый, нормативно оформленный, наполненный языковыми примерами.

3 балла выставляется обучающемуся, если ответ содержательно соответствует теме, грамотно оформлен, но не достаточно развернут и наполнен языковыми примерами.

2 балла выставляется обучающемуся, если его ответ полон содержательно, но не наполнен языковыми примерами.

1 балл выставляется обучающемуся, есть его ответ содержательно верен, но не наполнен языковыми примерами и по своему оформлению не соответствует языковым нормам.

1.2 КОНТРОЛЬНЫЕ РАБОТЫ

Раздел (тема) дисциплины: Morphemic structure of the world. Categorical structure of the world.

I. Define the type of the morphemic distribution according to which the given words are grouped.

MODEL: insensible – incapable

The morphs "-ible" and "-able" are in complementary distribution, as they have the same meaning but are different in their form which is explained by their different environments.

- a) impeccable, indelicate, illiterate, irrelevant;
- b) undisputable, indisputable;
- c) published, rimmed;
- d) seams, seamless, seamy.

II. Group the words according to a particular type of morphemic distribution.

MODEL: worked - bells - tells - fells - telling - spells - spelled - spelt - felled - bell. spells - spelled: the allomorphs "-s" and "-ed" are in contrastive distribution (= fells - felled);

bell - bells: the allomorph "-s" and the zero allomorph are in contrastive distribution; 4

spelt - spelled: the allomorphs "-t" and "-ed" are in non-contrastive distribution;

worked - spelled: the allomorphs "-ed" [t] and "-ed" [d] are in complementary distribution, etc.

- a) burning - burns - burned - burnt;
- b) dig - digs - digging - digged - dug - digger;
- "c) light - lit - lighted - lighting - lighter;
- d) worked - working - worker - workable - workoholic.

Раздел (тема) дисциплины: The notional parts of speech and their features.

Аудиторная контрольная работа №2

I. Point out Participle I, gerund or verbal noun:

1. Curtis Hartman came near dying from the effects of that night of waiting in the church... (Anderson)

2. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication (O.Henry).

3. The stewardess announced that they were going to make an emergency landing. All but the child saw in their minds the spreading wings of the Angel of Death. The pilot could be heard singing faintly... (Cheever)

4. Soapy, having decided to go to the Island, at once set about accomplishing his desire. There were many easy ways of doing this (O.Henry).

III. Account for the peculiarity of the underlined word-forms:

1. I am the more bad because I realize where my badness lies.

2. Wimbledon will be yet more hot tomorrow.
3. The economies are such more vulnerable, such more weak.
4. Certainly, Ann was doing nothing to prevent Pride's finally coming out of the everything into the here.
5. He turned out to be even more odd than I had expected.
6. That's the way among that class. They up and give the old woman a friendly clap, just as you or me would swear at the missus.
7. "You see, by this time we was on the peacefulest of terms." (O. Henry)
8. "Well, you never could be fly," says Myra with her special laugh, which was the provokingest sound I ever heard except the rattle of an empty canteen against my saddle-horn (O. Henry).

Раздел (тема) дисциплины: Syntagmatic connections of words.

Аудиторная контрольная работа № 3

I. Define the properties of word-groupings on the lines of different classifications.

MODEL: "a self-reliant student"

It is a notional, dominational, consecutive, completive monolateral, qualifying attributive phrase. It comprises an article, an adjective, and a noun.

1. to fully understand
2. is seriously ill
3. for us to expect
4. claimed the land
5. young, nonchalant, charming
6. a cat licking milk
7. the "I'm sorry" response
8. rather doubtful
9. think of an idea
10. happy but not quite

Раздел (тема) дисциплины: Simple sentence.

Аудиторная контрольная работа № 4

I. State the structural type of the sentences.

MODEL: "Who is poor in love? No one. "

The first sentence is a complete two-member (two-axis) sentence, the second sentence is elliptical (one-axis).

1. If you wish to destroy yourself, pray do so. Don't expect me to sit by and watch you doing so (Hardwick).
2. "Don't they look nice?" she said. "One from last year and one from this, they just do. Save you buying a pair." (Lawrence)
3. She intended to come on Sunday. But never did (Lawrence).
4. "They came as valentines," she replied, still not subjugated, even if beaten. "When, to-day?" "The pearl ear-rings to-day - the amethyst brooch last year." (Lawrence)

5. Waves. Small sounds as of soft complaint. Cedars. Deep-blue sky. He was suddenly aware of a faint but all-penetrating sense of loss (Fitzgerald).

6. Scene I. A room in Harley Street furnished as the Superintendent's office in a Nursing Home (Christie).

7. "How on earth did she do a thing like that?" "Does it for fun. Always doing it." (Christie)

8. "Don't get rattles, Peter." (Chesterton)

II. Build up the constructional paradigm based on the two primary sentences.

MODEL: He was annoyed. His sister was at home.

1) As his sister was at home, he was annoyed.

2) His sister was at home, so he was annoyed.

3) He was annoyed because his sister was at home.

4) He was annoyed at his sister's being at home.

5) He was annoyed at his sister's presence at home.

6) His sister's presence at home annoyed him.

7) His annoyance was caused by his sister's being at home, etc.

Шкала оценивания: 12-балльная.

12-8 баллов выставляется обучающемуся, если в работе представлена самостоятельная,

детальная, грамотно оформленная разработка указанного задания,

демонстрирующая высокий

уровень систематизации знаний;

8-5 баллов выставляется обучающемуся, если в работе представлена

самостоятельная, грамотно

оформленная разработка указанного задания, демонстрирующая средний

уровень

систематизации знаний;

5-1 балл выставляется обучающемуся, если в работе представлена

самостоятельная, но не

достаточно грамотно оформленная разработка, демонстрирующая

удовлетворительный уровень

знаний.

2 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

2.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ

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Шкала оценивания: 12-балльная.

Критерии оценки:

12-8 баллов выставляется обучающемуся, если доля правильных ответов составляет 80 -100%

8-5 баллов выставляется обучающемуся, если доля правильных ответов составляет 55-79%.

1-1 баллов выставляется обучающемуся, если доля правильных ответов составляет 25-54%.