

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЛГПУ»)

Структурное подразделение Институт филологии и социальных коммуникаций

Кафедра теории и практики перевода



Директор института филологии и
социальных коммуникаций

Перетятая О.С.

20 24 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине

Теоретическая грамматика английского языка

По специальности – 45.05.01 Перевод и переводоведение

Специализация – Лингвистическое обеспечение межгосударственных отношений

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Теоретическая грамматика английского языка» и предназначен для контроля и оценки образовательных достижений студентов, освоивших программу дисциплины.

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО специалитет по специальности 45.05.01 Перевод и переводоведение, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 года № 989 (с изменениями и дополнениями).

1.3. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на формирование следующих компетенций и индикаторов их достижения:

Код по ФГОС ВО	Индикатор достижения
Общепрофессиональные	
ОПК-1 Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности	ОПК-1.1. Использует знания иностранных языков при осуществлении профессиональной деятельности. ОПК-1.2. Применяет лингвистические знания при осуществлении профессиональной деятельности. ОПК-1.3. Использует знания о закономерностях функционирования языков перевода при осуществлении профессиональной деятельности.

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
The Scope of Theoretical Grammar. Basic Linguistic Notions	ОПК-1	Опрос, конспект, глоссарий
Notional parts of speech. The Noun. The Adjective. The Pronoun. The Numeral. The Verb. The Adverb. The words of the category of state. The Interjection	ОПК-1	Опрос, конспект, глоссарий, презентация, тест
Functional parts of speech. The Preposition. The Conjunction. The Particle. The Article	ОПК-1	Опрос, конспект, глоссарий, презентация
The Phrase: Principles of Classification	ОПК-1	Опрос, конспект, глоссарий,

		доклад
The Sentence: General. The Simple Sentence	ОПК-1	Опрос, конспект, глоссарий
Constituent Structure of the Sentence. Syntactic Processes	ОПК-1	Опрос, конспект, глоссарий
Semantic Structure of the Sentence. Actual Division of the Sentence	ОПК-1	Опрос, конспект, глоссарий, тест
Semantics and Pragmatics. Expressed and Implied Meaning of the Utterance	ОПК-1	Опрос, конспект, глоссарий, доклад
The Cooperative Principle. The Politeness Principle	ОПК-1	Опрос, конспект, глоссарий
Text as a Syntactic Unit	ОПК-1	Опрос, конспект, глоссарий
Текущая аттестация	ОПК-1	Контрольная работа
Промежуточная аттестация	ОПК-1	Экзамен

1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
ОПК-1	<p>Знает: закономерности функционирования языков перевода при осуществлении профессиональной деятельности; основные положения системы лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях.</p> <p>Умеет: использовать систему лингвистических знаний при осуществлении профессиональной деятельности.</p> <p>Владет навыками: навыками применения иностранного языка на практике.</p>

1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов		
	ОФО	О-ЗФО	ЗФО
Выполнение и защита практических работ	50	-	-
Самостоятельная работа	20	-	-
Иные виды учебной работы (подготовка презентации, написание доклада, составление глоссария и др.)	30	-	-
Всего	100		

Накопительная система оценивания по 100-балльной шкале

Четырехбалльная система оценивания экзамена	100-балльная шкала	Буквенная шкала, соответствующая 100-балльной шкале	Система оценивания зачета
Отлично	90-100	А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы;	Зачтено

		все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	
Хорошо	83-89	В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному	
Хорошо	75-82	С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	
Удовлетворительно	63-74	Д – удовлетворительно – теоретическое содержание курса освоено частично, но пробелы не носят существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий содержат ошибки	
Удовлетворительно	50-62	Е – посредственно – теоретическое содержание курса освоено частично; некоторые практические навыки работы не сформированы, многие предусмотренные учебной программой обучения учебные задания не выполнены либо качество выполненных некоторых из них оценено числом баллов, близким к минимальному	
Неудовлетворительно	21-49	FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы с освоенным материалом не сформированы; большинство предусмотренных учебной программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительно самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	Не зачтено
Неудовлетворительно	0-20	F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки; дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля

Вопросы для устного опроса:

The Phrase: Principles of Classification

1. What terms appeared to denote the 'phrase' after Henry Sweet had considered the old term too vague?
2. Who restored the past status of the 'phrase'?
3. Define the term 'phrase'.
4. What is the difference between a 'phrase' and a 'sentence'?
5. General characteristics of the phrase.
6. Can a phrase be a sentence?
7. What is the basis of the traditional classification of phrases?
8. Types of phrases.
9. How can phrases be classified according to Prof. Blokh?
10. How can phrases be classified according to L. Bloomfield?
11. Types of syntactic relations.

The Sentence: General. The Simple Sentence

12. What is a 'sentence'?
13. What is the difference between a 'phrase' and a 'sentence'?
14. General characteristics of the sentence.
15. How are sentences classified?
16. Give examples of all types of proper sentences and quasi-sentences.

Constituent Structure of the Sentence. Syntactic Processes

17. The traditional scheme of sentence parsing.
18. The main sentence parts. The secondary sentence parts.
19. The structural scheme of the sentence.
20. Syntactic processes.

Semantic Structure of the Sentence. Actual Division of the Sentence

21. Semantic roles. Minimization of semantic roles.
22. Actual division of the sentence. The notion of theme and rheme.
23. Language means of expressing the theme and the rheme.

Types of sentences

24. How many types of sentences are there in English?
25. Why is it important to use different types of sentences?
26. What is a simple sentence?
27. What is a compound sentence?
28. What is the maximum number of independent clauses allowed in one sentence?
29. What is a conjunction?
30. What is a complex sentence?
31. Name three types of dependent clauses.
32. What is a compound-complex sentence?
33. Simple sentence: 'Layla studied biology.' Give your example.

34. 'My friend Layla studied biology in university.' Is it still simple?

35. 'Even with the weather being that nasty, the couple and their families decided to go ahead with the wedding as planned.' Which type is it?

Lexis and Semantics. Pragmatics

36. Features of Lexis. Levels of Formality

37. Features of Lexis. User's Background.

37. What does semantics mean?

39. What is an example of a semantic field?

40. Types of semantics.

41. Paradigmatic and Syntagmatic relations.

42. Lexis and semantics: cognitive semantics examples.

43. Pragmatics.

44. What are the different theories in pragmatics?

45. What is the difference between pragmatics and semantics?

46. Speech acts classification.

47. Pragmatic transposition.

Text as an Object of Research. The Problem of the Text Unit

48. Text as an object of linguistic research.

49. Cohesion and coherence.

50. Textual categories.

51. Textual units. The supra-phrasal unity and the paragraph.

Темы для подготовки презентаций:

1. Notional parts of speech.
2. The Noun.
3. The Adjective.
4. The Pronoun.
5. The Numeral.
6. The Verb.
7. The Adverb.
8. The words of the category of state.
9. The Interjection.
10. Functional parts of speech.
11. The Preposition.
12. The Conjunction.
13. The Particle.
14. The Article

Темы для подготовки докладов:

1. The phrase as the basic unit of syntax.
2. Differential features of the phrase and of the sentence.
3. Types of phrases. The traditional part of speech classification of phrases.
4. Nominative classifications of phrases.
5. Types of syntactic relations.
6. Semantics and Pragmatics. Expressed and Implied Meaning of the Utterance.

Практические задания:

The Phrase: Principles of Classification

Complete the sentences:

1. According to the classification based on the internal structure of phrases, two groups can be singled out: _____ and _____.
2. The phrase can be defined as a syntactically organized _____ of any morphological composition based on _____.
3. Kernel phrases are grammatically organized structures in which _____.
4. Kernel-free phrases are divided into _____ and _____, which are further subdivided into _____ and _____ and characterized by a certain type of _____. Three types of syntactic connections can be singled out: _____, _____ and _____.
5. According to the type of syntactic connection, the following subclasses are singled out: _____

Determine the type of phrases:

- independent of your decision
- a good boy
- on the wall
- absolutely clear
- very quickly
- a feeling of comfort
- to read a book
- to fully understand

Constituent Structure of the Sentence. Syntactic Processes

Give examples of elementary sentences:

Active Voice:

Subject – predicate expressed by a verb of non-directed action:

Subject – predicate expressed by a verb of non-prepositional-object directivity
– direct object:

Subject – predicate expressed by a verb requiring two non-prepositional objects:

Subject – predicate expressed by a verb of spatial directivity – adverbial modifier of place:

Subject – predicate expressed by a verb of temporal directivity – adverbial modifier of time:

Passive Voice:

Subject – predicate expressed by a verb of non-prepositional object directivity:

Semantic Structure of the Sentence. Actual Division of the Sentence

Give examples of the most common semantic roles:

Agent/Causer:

Patient:
Theme:
Experiencer:
Recipient/Possessor:
Goal:
Benefactive:
Source:
Factitive:
Instrument:
Locative:

Types of sentences

Read the following sentences and state whether they are simple, complex or compound.

A simple sentence has just one clause.

A complex sentence has one main clause and one or more subordinate clauses.

A compound sentence has two or more clauses of equal rank.

1. The girl looked at her brother and smiled.
2. Janet went to the library to borrow some books.
3. The water was so cold that we could not swim in it.
4. The little girl started crying when she couldn't find her toy.
5. I live in a large city.

Tect:

1. What is the function of the word 'thought' in the following sentence?

Jacqueline thought she would win first place in the contest.

- a) subject of the independent clause
- b) object of the independent clause
- c) complement to the object
- d) verb of the independent clause

2. What is the function of 'to celebrate her promotion' in the following sentence?

Belinda invited her friends to her house for lunch to celebrate her promotion.

- a) object to the verb 'invited'
- b) complement to 'invited'
- c) subject of a dependent clause
- d) verb of a dependent clause

3. A subject complement is similar to an object, except that it completes the meaning of the subject rather than the verb.

- a) true
- b) false

4. Is the following sentence complete and correct? *What you do with your own free time is up to you.*

- a) Yes.
- b) No - it needs an object.
- c) No - it needs an action verb.
- d) No - it needs a subject.

5. Read the following sentence carefully:

When they need a little source of inspiration, whether to help them persevere in their efforts or simply to brighten their otherwise ordinary lives, many people often turn to the arts, especially the movies, because they find that fantasy and fiction are great ways to forget the harshness of reality.

What is the main subject-verb pairing?’

- a) they need
- b) their efforts to brighten
- c) people turn to
- d) they find

2.2. Оценочные средства для промежуточной аттестации

1. The main branches of grammar are:
 - a) phonology and syntax
 - b) morphology and syntax
 - c) morphology and synthesis
2. What is the object of Theoretical English Grammar?
 - a) to describe the grammatical structure of the English language
 - b) to describe the grammatical components of the English language
 - c) to describe the structure of morpheme in the English language
3. Imperative mood is not used to express:
 - a) request
 - b) command
 - c) unreal condition
4. The first development stage of English theoretical grammar:
 - a) the first quarter of the 19th century – 1930s
 - b) the 16th century – the first quarter of the 19th century
 - c) the 15th century – the first quarter of the 19th century
5. The second development stage of English theoretical grammar
 - a) the 1920s – present day
 - b) the 1930s – present day
 - c) the first quarter of the 19th century – 1930s
6. The third development stage of English theoretical grammar:
 - a) the 1930s – present day
 - b) the first quarter of the 19th century – 1930s
 - c) the 1920s – present day
7. The linguistics field of study dedicated to morphemes is called...
 - a) Orthography
 - b) Lexicology
 - c) Morphology

8. What is the proper noun?
- a) a noun that identifies a single entity and is used to refer to that entity
 - b) a noun that does not name anything specific
 - c) a noun that is classified as masculine, feminine, or neuter, based on the gender system of the language
9. Which of the following is a preposition?
- a) in
 - b) neither
 - c) this

10. Read the following sentence carefully:

Over the last century, especially in the wealthier areas of the world, sociologists have noticed a growing tendency among ordinary people to neglect the natural relationship between themselves and their environment. How many independent clauses are in this sentence?

- a) 1
- b) 2
- c) 3

11. Read the following sentence carefully:

Over the last century, especially in the wealthier areas of the world, sociologists have noticed a growing tendency among ordinary people to neglect the natural relationship between themselves and their environment. What is the main subject of this sentence?

- a) world
- b) relationship
- c) tendency
- d) sociologists

12. *Wanting to be a good neighbour, Heather baked a pie for the family that had just moved in next door.* In the above sentence, what is the independent clause?

- a) Wanting to be a good neighbour
- b) Heather baked a pie
- c) that had just moved in next door

13. A sentence can have no complements, or it can have many complements. It depends on the writer.

- a) true
- b) false

14. Secondary predication relations are found in:

- a) the predicative construction
- b) the subject-predicate group
- c) the predicate-object group

15. The head-word of the noun phrase is:

- a) pronoun
- b) noun
- c) verb

16. The secondary predication word-groups contain:

- a) subject and predicate
- b) predicative complexes
- c) noun and adjective

17. Syntax studies:

- a) the structure of the word
- b) the structure of the sentence
- c) the morphemes

18. Adverbial modifier of manner characterizes:

- a) the object
- b) the attribute
- c) the action of the predicate verb

19. In English the following types of the adverbial modifier are not found:

- a) the adverbial modifier of time
- b) the adverbial modifier of replacement
- c) the adverbial modifier of manner

20. Syndetic connection means:

- a) the use of punctuation marks to join the sentences
- b) the use of conjunctions and conjunctive words to join the sentences
- c) the use of prepositions to join the sentences

21. Sentences of which communicative type express questions?

- a) affirmative
- b) interrogative
- c) imperative

22. The subject in English can be expressed by:

- a) noun, pronoun, gerund
- b) finite form of the verb, participle I
- c) predicative

23. The Passive voice is represented in:

- a) the house has not been lived in by anybody
- b) I see Jack
- c) He can't go there

24. The following verbs require the use of the direct object:

- a) intransitive
- b) transitive
- c) terminative

25. Free morphemes are:

- a) suffixes and prefixes
- b) root morphemes
- c) inflectional morphemes

26. All parts of the sentence are divided into:

- a) strong and weak
- b) main and secondary
- c) functional and notional

27. The subject and predicate:

- a) are interdependent parts of the sentence

- b) are secondary parts of the sentence
 - c) are not connected
28. All of the verbals have the categories of correlation and voice.
- a) true
 - b) false
29. A synthetical form is exemplified by
- a) is being built
 - b) speaks
 - c) shall have been done
30. The 's possessive in: 'The girl I was dancing with's name was Jane' is syntactically connected with
- a) the preposition 'with';
 - b) noun – 'the girl';
 - c) the attributive clause
31. The generic meaning of the definite article is in the sentence:
- a) we are going to study the horse today
 - b) The Queen Victoria arrived
 - c) He was called 'the Horse'
32. Find the false statement:
- a) language is the phonological, lexical and grammatical system
 - b) grammar is found both in the system of language and speech
 - c) grammar belongs to the sphere of language only
33. Noun referring to ideas or qualities such as 'liberty' and 'truth' is:
- a) abstract
 - b) common
 - c) concrete
34. Noun referring to things which can be counted (can be singular or plural) is:
- a) concrete
 - b) abstract
 - c) countable
35. A part of speech which points out objects and their qualities without naming them is:
- a) Noun
 - b) Adjective
 - c) Pronoun
36. Morphology does not study:
- a) word-changing forms
 - b) means of expressing grammatical meanings
 - c) parts of the sentence
37. Grammatical category is a system of opposed grammatical forms with homogeneous...:
- a) parts of the sentence
 - b) inflections
 - c) meanings
38. Morphological categories of the noun are:

- a) gender, number, case, mood
 - b) number, gender, case, definiteness/indefiniteness, voice
 - c) number, gender, case, definiteness / indefiniteness
39. Which of the following are not categories of the verb?
- a) aspect and voice
 - b) number and person
 - c) number and case
40. Names of three verbals in English language:
- a) the participle, the gerund and the noun
 - b) the adjective, the gerund and the infinitive
 - c) the participle, the gerund and the infinitive
41. Give examples of Adverbs of high degree ('intensifiers').
42. Give examples of Adverbs of unexpected degree.
43. Give examples of Adverbs of moderate degree.
44. Give examples of transitive verbs.
45. Give examples of intransitive verbs.
46. Give examples of gender-specific nouns.
47. Identify the type of the sentence: *As soon as the bell rang, the children rushed out.*
48. Identify the type of the sentence: *We saw a film which was based on the life of Nelson Mandela.*
49. Identify the type of the sentence: *His crude remarks offended me.*
50. Identify the type of the sentence: *Jane and Alice had their dinner and went for a walk.*
51. Identify the type of the sentence: *The boys and the girls were shouting loudly.*
52. Give the definition of 'substitution'.
53. Give the definition of 'pragmatics'.
54. Give the definition of 'phrase'.
55. Give the definition of 'clause'.
56. Give the definition of 'text'.
57. Complete the following sentence:
 _____ adjectives are adjectives that modify or describe the subject of a sentence or clause and are linked to the subject by a linking verb.
58. Complete the following sentence:
 According to the type of nomination nouns may be _____ and _____.
59. Complete the following sentence:
 An indirect proposition inferred from the original utterance and dependent on negation is called _____.
60. Complete the following sentence: *Nominal sentences name a person or thing. The main member in such sentences is expressed by _____.*
61. General characteristics of language as a functional system. Language and Speech.
62. Notions of 'system' and 'structure'. General characteristics of linguistic units.

63. Morphology and its main notions: a grammatical meaning, a grammatical form, a paradigm, a grammatical category.
64. Parts of speech in English.
65. Main types of grammar: prescriptive, descriptive, and transformational-generative.
66. The phrase as the basic unit of syntax. Types of phrases.
67. The notion of sentence. The sentence as a language unit. Main parts of the sentence.
68. Features of Lexis. Levels of Formality. User's Background.
69. Semantics. Semantic field. Types of semantics. Pragmatics. Pragmatism as a philosophical tradition.
70. Text as an Object of Research.