

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ  
ПО ДИСЦИПЛИНЕ**  
Теоретическая грамматика

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Управление образовательных программ

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**1. СТРУКТУРА И ОБЪЕМ ДИСЦИПЛИНЫ Теоретическая грамматика**

1.	Объем дисциплины в зачетных единицах	4	
2.	Виды аудиторных занятий	Лекции Практические/семинарские занятия	
3.	Промежуточная аттестация	Экзамен	
4.	Текущая аттестация	Контрольная работа	1
		Домашняя работа	1

**2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ (ИНДИКАТОРЫ) ПО ДИСЦИПЛИНЕ МОДУЛЯ Теоретическая грамматика**

Индикатор – это признак / сигнал/ маркер, который показывает, на каком уровне обучающийся должен освоить результаты обучения и их предъявление должно подтвердить факт освоения предметного содержания данной дисциплины, указанного в табл. 1.3 РПМ-РПД.

Таблица 1

Код и наименование компетенции	Планируемые результаты обучения (индикаторы)	Контрольно-оценочные средства для оценивания достижения результата обучения по дисциплине
1	2	3
ОПК-2 -Способен использовать в профессиональной деятельности базовые знания в области теории, методологии и истории области знаний (в соответствии с направленностью (профилем) образовательной программы)	Д-1 - Демонстрировать стремление к поиску новых знаний и обучению З-1 - Объяснять возможности применения теоретических основ, методологии и истории выбранной области знаний выбранной области знаний при определении и решении задач профессиональной деятельности У-1 - Выбирать адекватные варианты решения задач профессиональной деятельности на основе знаний теории, методологии и истории области знаний в соответствии с выбранным профилем	Домашняя работа Контрольная работа Лекции Практические/семинарские занятия Экзамен

**3. ПРОЦЕДУРЫ КОНТРОЛЯ И ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ В РАМКАХ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ МОДУЛЯ В БАЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ (ТЕХНОЛОГИЧЕСКАЯ КАРТА БРС)**

**3.1. Процедуры текущей и промежуточной аттестации по дисциплине**

<b>1. Лекции: коэффициент значимости совокупных результатов лекционных занятий – 0.5</b>		
Текущая аттестация на лекциях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>контрольная работа</i>	8,7	50
<i>домашняя работа</i>	8,5	50
<b>Весовой коэффициент значимости результатов текущей аттестации по лекциям – 0.5</b>		
<b>Промежуточная аттестация по лекциям – экзамен</b>		
<b>Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – 0.5</b>		
<b>2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 0.5</b>		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>активная работа на занятиях</i>	8,8	100
<b>Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям – 1</b>		
<b>Промежуточная аттестация по практическим/семинарским занятиям – нет</b>		
<b>Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям – не предусмотрено</b>		
<b>3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено</b>		
Текущая аттестация на лабораторных занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<b>Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям – не предусмотрено</b>		
<b>Промежуточная аттестация по лабораторным занятиям – нет</b>		
<b>Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено</b>		
<b>4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий – не предусмотрено</b>		
Текущая аттестация на онлайн-занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах

<b>Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено</b>
<b>Промежуточная аттестация по онлайн-занятиям –нет</b>
<b>Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено</b>

### 3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

<b>Текущая аттестация выполнения курсовой работы/проекта</b>	<b>Сроки – семестр, учебная неделя</b>	<b>Максимальная оценка в баллах</b>
<b>Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено</b>		
<b>Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено</b>		

## 4. КРИТЕРИИ И УРОВНИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ МОДУЛЯ

4.1. В рамках БРС применяются утвержденные на кафедре/институте критерии (признаки) оценивания достижений студентов по дисциплине модуля (табл. 4) в рамках контрольно-оценочных мероприятий на соответствие указанным в табл.1 результатам обучения (индикаторам).

Таблица 4

### Критерии оценивания учебных достижений обучающихся

<b>Результаты обучения</b>	<b>Критерии оценивания учебных достижений, обучающихся на соответствие результатам обучения/индикаторам</b>
Знания	Студент демонстрирует знания и понимание в области изучения на уровне указанных индикаторов и необходимые для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью.
Умения	Студент может применять свои знания и понимание в контекстах, представленных в оценочных заданиях, демонстрирует освоение умений на уровне указанных индикаторов и необходимых для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью.
Опыт /владение	Студент демонстрирует опыт в области изучения на уровне указанных индикаторов.
Другие результаты	Студент демонстрирует ответственность в освоении результатов обучения на уровне запланированных индикаторов. Студент способен выносить суждения, делать оценки и формулировать выводы в области изучения. Студент может сообщать преподавателю и коллегам своего уровня собственное понимание и умения в области изучения.

4.2 Для оценивания уровня выполнения критериев (уровня достижений обучающихся при проведении контрольно-оценочных мероприятий по дисциплине модуля) используется универсальная шкала (табл. 5).

Таблица 5

## Шкала оценивания достижения результатов обучения (индикаторов) по уровням

<b>Характеристика уровней достижения результатов обучения (индикаторов)</b>				
№ п/п	Содержание уровня выполнения критерия оценивания результатов обучения (выполненное оценочное задание)	Шкала оценивания		
		Традиционная характеристика уровня		Качественная характеристи ка уровня
1.	Результаты обучения (индикаторы) достигнуты в полном объеме, замечаний нет	Отлично (80-100 баллов)	Зачтено	Высокий (В)
2.	Результаты обучения (индикаторы) в целом достигнуты, имеются замечания, которые не требуют обязательного устранения	Хорошо (60-79 баллов)		Средний (С)
3.	Результаты обучения (индикаторы) достигнуты не в полной мере, есть замечания	Удовлетворительно (40-59 баллов)		Пороговый (П)
4.	Освоение результатов обучения не соответствует индикаторам, имеются существенные ошибки и замечания, требуется доработка	Неудовлетворитель но (менее 40 баллов)	Не зачтено	Недостаточный (Н)
5.	Результат обучения не достигнут, задание не выполнено	Недостаточно свидетельств для оценивания		Нет результата

### 5. СОДЕРЖАНИЕ КОНТРОЛЬНО-ОЦЕНОЧНЫХ МЕРОПРИЯТИЙ ПО ДИСЦИПЛИНЕ МОДУЛЯ

#### 5.1. Описание аудиторных контрольно-оценочных мероприятий по дисциплине модуля

##### 5.1.1. Лекции

Самостоятельное изучение теоретического материала по темам/разделам лекций в соответствии с содержанием дисциплины (п. 1.2. РПД)

##### 5.1.2. Практические/семинарские занятия

Примерный перечень тем

1. GRAMMAR IN THE SYSTEMIC CONCEPTION OF LANGUAGE The definition of language. The distinction between language and speech. Language as a semiotic system: its functions, elements and structure. Lingual elements (units) as signs. Segmental and supra-segmental lingual units. The levels of lingual units, their structural and functional features. Hierarchical relations between units of different levels. The word and the sentence as the main level-forming units. The text level as the sphere of functional manifestation of all the lingual units. The three constituent parts (subsystems) of the language: phonetic (phonological), lexical and grammatical systems. The systemic character of grammar. Morphology and syntax - the two

main sections of grammar. Grammar as a branch of linguistics. Theoretical and practical grammar. Syntagmatic and paradigmatic relations between lingual units; syntagmatic and paradigmatic relations in grammar. The plane of content and the plane of expression; synonymy and homonymy in grammar. The notions of diachrony and synchrony; diachronic and synchronic relations in grammar.

2. MORPHEMIC STRUCTURE OF THE WORD The definition of the morpheme. The word and the morpheme, their correlation in the level structure of the language. Intermediary phenomena between the word and the morpheme. Traditional classification of morphemes: positional and functional (semantic) criteria. Roots and affixes. Lexical (derivational, word-building) and grammatical (functional, word-changing) affixes. The IC-analysis of the morphemic structure. Grammatical relevance of derivational affixes; lexical (word-building) paradigms. The peculiarities of grammatical suffixes (inflexions) in English. Outer and inner inflexion. The “allo-emic” theory in morphology: morphs, allomorphs and morphemes. Distribu-tional analysis in morphology; contrastive, non-contrastive, and complementary types of distribution. Distributional classification of morp-hemes: full and empty (zero morphemes), free and bound, overt and covert, segmental and supra-segmental, additive and replacive, continuous and discon-tinuous morphemes. The assessment of distributional morpheme types.

3. CATEGORIAL STRUCTURE OF THE WORD Grammatical meaning and the means of its expression. Paradigmatic correlation of individual grammatical forms. Grammatical category as a system of expressing a generalized grammatical meaning. Oppositional analysis of grammatical category. The theory of oppositions. The types of oppositions: binary and supra-binary (ternary, quaternary, etc.) oppositions; privative, gradual, and equipollent oppositions. Oppositions in grammar. Privative bi-nary opposition as the most important type of categorial opposition in grammar. The strong (marked, positive) and the weak (unmarked, negative) members of the opposition, their formal and functional features. Grammatical category in communicati-on: contextual oppositional reduction (oppositional substitution). The two types of oppositional reduction: neutralization and transposition. Synthetical and analytical grammatical forms. The types of synthetical grammatical forms: outer inflection, inner inflection, and suppletivity. The principle of identifying an analytical form; grammatical idiomatism of analytical forms. The types of grammatical categories: immanent and reflective categories, closed and transgressive categories, constant feature categories and variable feature categories.

4. GRAMMATICAL CLASSES OF WORDS The notion of a part of speech as a lexico-grammatical class of words. Grammatically relevant properties of words - criteria for differentiating the classes of words: semantic, formal, and functional criteria. Principles of grammatical classification of words. The traditional classification of parts of speech. Notional and functional parts of speech in the traditional classi-fication. The problem of grammatical relevance of the traditional classification of parts of speech. Polydifferential and monodifferential (heterogeneous and homogeneous) classifications. The syntactico-distributional classification of words (Ch. Fries). The combination of the syntactico-distributional and the traditional classifications: three main layers (supra-classes) of lexicon - notional parts of speech, substitutional parts of speech (pronouns), and functional parts of speech. Functional differences between the three la-yers of lexicon; their openness and closedness. Supra-classes, classes, and sub-classes of words. Intermediary pheno-mena between the three major layers. The field approach in the classification of parts of speech.

5. NOUN: GENERAL Noun as the central nominative lexemic unit of language. Categorical meaning of the noun. Formal characteris-tics of the noun. Syntactic functions of the noun. The

noun as an attribute (“the cannon ball problem”). Grammatically relevant subclasses of the noun: common and pro-per, animate and inanimate, human and non-human, countable and uncountable, concrete and abstract nouns. The grammatical peculiarities of different groups of nouns. Selectional syntagmatic combinability of different groups of nouns.

6. NOUN: GENDER The problem of gender category in English. The category of gender in Old English and in New English. Gender as a meaningful (natural) category and as a formal (arbitrary) category in different languages. The meaningful character of the gender category in modern English. Lexical and grammatical gender distinctions. Personal pronouns as gender classifiers of nouns. Gender oppositions and gender classes of nouns: personal and impersonal (neuter) gender, feminine, masculine, and common gender. Oppositional reduction of the gender category; personification.

7. NOUN: NUMBER Formal and functional peculiarities of the singular and the plural forms of nouns in English. Their oppositional presentation. The problem of singular and plural semantics for different groups of nouns. Relative and absolute number; the absolute singular (singularia tantum) and the absolute plural (pluralia tantum). Oppositional reduction of the category for different groups of nouns.

8. NOUN: CASE The problem of the category of case in English. Various approaches to the category of case in English language study: “the theory of positional cases”, “the theory of prepositional cases”, “the theory of limited case”, “the theory of possessive postposition” (“the theory of no case”); their critical assessment. Disintegration of the inflexional case in the course of the historical development of English and establishing of particle case forms. Formal and functional properties of the common case and the genitive case. The word genitive and the phrase genitive. The semantic types of the genitive. The correlation of the noun case and the pronominal case.

9. NOUN: ARTICLE DETERMINATION The article as a grammatical determiner of the noun. The system of articles in English: the definite article, the indefinite article, and the zero article (meaningful non-use of an article). The semantic presentation of the articles. Articles with different groups of nouns. Correlation of articles with other determiners. The paradigmatic presentation of articles. The situational presentation of articles. The problem of establishing the lexico-grammatical status of the article and of the “article + noun” combination.

10. VERB: GENERAL The verb as a notional word denoting process. Its formal and functional properties. The complexity of the grammatical system of the verb. The category of finitude: finite and non-finite forms of the verb. Grammatically relevant subclasses of the verb; notional, functional, and semi-functional verbs. The groups of (semi-)functional verbs: auxiliary verbs, link verbs, modal verbs, and verbid introducers. The groups of notional verbs: actional and stative verbs, limitive and unlimitive verbs, transitive and intransitive verbs, supplementive and complementive verbs; verbal valency subgroups. The problem of “subclass migration” (transition) of verbs.

11. VERB: NON-FINITE FORMS (VERBIDS) The category of finitude: finite and non-finite forms of the verb (finites and verbids). Problematic status of the non-finite forms of the verb in the classification of parts of speech. Verbids as phenomena of mixed (hybrid, intermediary) nature; their verbal and non-verbal features. The infinitive as a verbal form of mixed processual-substantive nature and the basic form of verbal paradigms. Semi-predicative in-finitive constructions. The infinitive as a constituent of modal action representation. The gerund as a verbal form of mixed processual-substantive nature. The infinitive, the gerund and the verbal noun: their correlation in expressing processual semantics (the lexico-grammatical



category of processual representation). Semi-predicative gerundial constructions. The participle as a verbal form of mixed processual-qualitative nature. The distinctions between two types of participles: participle I (present participle) and participle II (past participle). Semi-predicative participial constructions. Functional differences between participle I and the gerund. The problem of verbal “ing-form”; “half-gerund” (“gerundial participle”).

12. VERB: PERSON AND NUMBER Conjugation of the finite forms of verbs. The category of number; the category of person. Their reflective nature (substantive correspondence). The blending of their morphemic expression. The forms of person and number of different groups of verbs. The oppositional presentation of the category. The “notional concord” cases. The cases of contextual neutralization of the category.

13. VERB: TENSE The general notion of time and lingual temporality; lexical and grammatical means of time expression. Absolute and non-absolute time; relative and factual time. The problem of the two future forms of the verb. The system of two verbal tense categories in English: the category of “absolute”, “retrospective”, or “primary” time (past vs. non-past) and the category of “relative”, or “prospective” time (future vs. non-future). Oppositional presentation of the two tense categories in interaction. Oppositional reductions of the tense categories. The problem of the auxiliary verbs “shall/will” – “should/would”: the “modal future” vs. the “pure future”; the “voluntary future” vs. the “non-voluntary” future.

14. VERB: ASPECT The categorial meaning of aspect. Lexical and grammatical means of expressing aspective meaning; their interdependence. Various approaches to the aspective verbal forms. The system of verbal aspective categories in English: the category of development (the continuous vs. the non-continuous) and the category of retrospective coordination (the perfect vs. the non-perfect); purely aspective semantics of the continuous and the mixed tense-aspective semantics of the perfect. Oppositional presentation of the category. Oppositional reductions of the category. Aspective representation in verbids.

15. VERB: VOICE The categorial meaning of voice. The peculiarities of voice as a category. Opposition of active and passive forms of the verb. Non-passivized verbs. The problem of “medial” voice types: reflexive, reciprocal, and middle voice meanings. Homonymy of the passive constructions and the predicative use of participle II with link verbs; categorial and functional differences between them.

16. VERB: MOOD The categorial meaning of mood. The complexity of this category due to the intricacy of modal meanings and the scarcity of inflectional verbal forms in English. The correlation of direct (indicative) and oblique mood forms. The types of the oblique moods; their formal and functional features. The four types of the subjunctive: subjunctive I – the pure spective, subjunctive II – the stipulative conditional, subjunctive III – the consecutive conditional, subjunctive IV – the modal spective. The problem of the imperative mood. The problem of rendering time in oblique moods; time-retrospect shift as the formal mark of the oblique moods.

17. ADJECTIVE The adjective as a word denoting the property of a substance. Its formal and functional characteristics. The category of comparison. Synthetical and analytical forms of the degrees of comparison; the problem of their grammatical status. Absolute and relative superiority. Direct and reverse comparison. Grammatically relevant semantic subclasses of adjectives: qualitative and relative adjectives. Functional subdivision of adjectives: evaluative and specificative adjectives. The correlation of the two subdivisions. The problem of “category of state” words. The problem of substantivized adjectives; full and partial substantivation (adjectivids).

18. **ADVERB** The adverb as a word denoting non-substantive property. Its formal and functional characteristics. The productive model of adverbial derivation (the suffix '-ly'): the problem of its lexical and grammatical status. Other structural types of adverbs. The problem of adverbs derivationally connected with words of other classes by conversion. Grammatically relevant semantic subdivision of adverbs: qualitative, quantitative, and circumstantial adverbs. Their subdivision into notional and functional (pronominal) adverbs. The degrees of comparison of adverbs in their correlation with the degrees of comparison of adjectives.

19. **SYNTAX OF THE PHRASE. SYNTAGMATIC CONNECTIONS OF WORDS** The phrase as a polynominative lingual unit. The correlation of the phrase and the word, of the phrase and the sentence. Syntax of the phrase as "minor syntax" in relation to syntax of the sentence as "major syntax". The problem of definition of the phrase. Notional, formative, and functional phrases. Free and set phrases. Equipotent and dominational connections between the phrase constituents. Equipotent consecutive (coordinative proper) and equipotent cumulative connections. Syndetic and asyndetic connections. Dominational consecutive (subordinative proper) and dominational cumulative connections. The kernel and the adjunct of a subordinative phrase. Domination realization by different forms of the word (categorical agreement, government), connective words (prepositional government), or word order (adjoining, enclosure). The problem of bilateral dominational connections in predicative combinations of words (of a subject and a predicate). The classification of phrases according to part-of-speech, functional, and positional criteria.

20. **SENTENCE: GENERAL** The sentence as the main unit of syntax. The sentence as a communicative unit. Predication as a fundamental distinguishing feature of the sentence. Nominative aspect of the sentence in correlation with its predicative aspect. Predication as syntactic modality. The means of expressing predication. Intonational arrangement of the sentence. The sentence in the system of language: the notion of sentence pattern (its generalized syntactic model). Nominative aspect in the correlation of the sentence and the word, of the sentence and the phrase; nominalization of the sentence.

21. **ACTUAL DIVISION OF THE SENTENCE** The notion of actual division of the sentence (informative perspective of the sentence). The components of actual division: the theme, the rheme, and the transition. The connection of the actual division of the sentence with the logical analysis of the proposition (logical subject and logical predicate); their correlation with the subject and the predicate in the syntactic structure of a sentence. Direct (unspecialized, unmarked) and inverted (reverse, specialized, marked) actual division. Actual division of the sentence and context. Lingual means of expressing actual division of the sentence: word order patterns, constructions with introducers, syntactic patterns of contrastive complexes, constructions with articles and other determiners, constructions with intensifying particles, intonation contours.

22. **COMMUNICATIVE TYPES OF SENTENCES** The notion of the communicative type of the sentence. The basic communicative types of sentences: declarative, interrogative, and imperative. Response as the indicator of the communicative purpose of the sentence; the classification of utterance types by Ch. Fries. Actual division of sentences of different communicative types. The problem of the exclamatory sentence type: exclamation as the accompanying communicative feature of the sentence. The status of "purely exclamatory sentences". Intermediary (mixed) communicative types of sentences: interrogative-declarative, imperative-declarative, declarative-interrogative, imperative-interrogative, declarative-imperative, and interrogative-imperative. Intermediary communicative types of sentences as the

means of expressing various stylistic connotations. The pragmatic aspect of the communicative types of the sentence; classification of speech acts by J. Austin and J. R. Searle.

23. SIMPLE SENTENCE: CONSTITUENT STRUCTURE The notion of a predicative line; simple sentence as a monopredicative construction. Nominative division of the sentence into syntactic and semantic constituents. The traditional classification of notional parts (members of the sentence): principal (subject, predicate), secondary (object, attribute, adverbial modifier), detached (apposition, address, parenthesis, interjection). The notions of surface and deep (conceptual) structures of the sentence; the classification of “semantic cases”, or “semantic roles” (“case grammar” theory of Ch. Fillmore). Parsing of the sentence into its “immediate constituents”. Verb as the predicative centre of the sentence. The notion of the “elementary” sentence. Expanded and unexpanded simple sentences. The problem of sentence completeness: complete and incomplete (elliptical) sentences. The two axes of the sentence; one-axis and two-axis sentences, their correlation with complete and elliptical sentences. Free and fixed one-axis sentences; their direct or indirect (“vague”) associations with two-axis sentences. Fixed one-axis sentence-representatives. Semantic classification of simple sentences: personal (definite and indefinite) and impersonal (factual and perceptual) sentences; process featuring (verbal actional and verbal stative) and substance featuring (nominal factual and nominal perceptual) sentences; subjective, objective and neutral (“potentially objective”) sentences.

24. SIMPLE SENTENCE: PARADIGMATIC STRUCTURE Paradigmatic approach in syntax; oppositional presentations of sentence patterns. The initial basic element of syntactic derivation: “the base sentence” or “the kernel sentence”. Derivational procedures (transformations): morphological changes of words, the use of functional words, substitution, deletion, word-order changes, and intonational arrangement. The two types of derivational relations in the paradigmatic system of sentences: “constructional” relations and “predicative” relations. Clausalization and phrasalization; complete and partial nominalization. “Lower” (“factual”, “truth-stating”) predicative functions and “higher” (“evaluative”) predicative functions: the categories of communicative purpose, of existence quality (affirmation and negation), of realization, of probability, of modal identity, of subjective modality, of subject-action relations, of subject-object relations, of phase, of informative perspective, of (emotional) intensity. The notion of “predicative load”; “light” and “heavy” predicative load of sentences. Practical application of the paradigmatic approach in the process of teaching syntax.

25. COMPOSITE SENTENCE AS A POLYPREDICATIVE CONSTRUCTION Composite sentences as polypredicative constructions. A clause in a composite sentence; its correlation with a separate sentence. Subordinative polypredication (hypotaxis) and coordinative polypredication (parataxis); complex and compound sentences as the two basic types of composite sentences. Syndeton and asyndeton vs. coordination and subordination. Cumulative polypredication; cumulative sentences as intermediary constructions between composite sentences and sequences of separate sentences. Polypredication of fused type; semi-composite sentences as intermediary constructions between simple and composite sentences.

26. COMPLEX SENTENCE The complex sentence as a polypredicative construction built on the principle of subordination (hypotaxis). Paradigmatic presentation of the complex sentence: clausalization of base sentences; the matrix sentence and the insert sentences; the principal clause and the subordinate clause. Actual division of complex sentences. The classification of complex sentences on the basis of subordinate clause types; categorial and functional classifications of subordinate clause types. Substantive-nominal, qualification-nominal and adverbial subordinate clauses; clauses of primary nominal positions (subject,

predicative and object clauses), clauses of secondary nominal positions (attributive clauses) and clauses of adverbial positions. Subordinating connectors: pronominal words and pure conjunctions. Semantic types of subordinators: substantive-nominal and qualification-nominal clausalizers (conjunctions and pronominal words), and adverbial clausalizers (conjunctions). Asyndetic connections in complex sentences (the zero subordinator). Types of attributive clauses: “descriptive” and “restrictive” attributive clauses. The problem of appositive clauses; appositive clauses of nominal relation, of pronominal relation and of anticipatory relation. The subtypes of adverbial clauses: clauses of time and clauses of place, clauses of manner and comparison, clauses of different circumstantial semantics (of attendant event, condition, cause (reason), consequence (result), concession, and purpose). The problem of parenthetical clauses; introductory and deviational clauses. Transferred and mixed types of subordinate clauses. The classification of complex sentences on the basis of mutual dependence of clauses: monolithic (one-member) sentences and segregative (two-member) sentences. Parallel (homogeneous and heterogeneous) and consecutive subordination. The depth of subordination perspective.

27. COMPOUND SENTENCE The compound sentence as a polypredicative construction built on the principle of coordination (parataxis). Paradigmatic presentation of the compound sentence; the leading clause and the sequential clause. The problem of the compound sentence as a separate syntactic unit; the semantico-syntactic differences between the compound sentence and the sequence of independent sentences in a text. Syndetic and asyndetic connections in compound sentences. The types of coordinative connectors: conjunctions proper and adverbial connectors. The zero coordinator. Marked and unmarked coordinative connections; adversative relations, disjunctive relations, causal-consequential relations, positive and negative copulative relations of events; pure copulative, enumerative relations, and broader unspecified connective meanings. Additional specification of coordinative connectors with particle-like and adverb-like words. The correlation between compound and complex sentences; the complex sentence as a diagnostic model for a compound sentence. Open and closed coordinative constructions.

28. SEMI-COMPOSITE SENTENCE The semi-composite sentence as a polypredicative construction of fused (blended) composition. Paradigmatic presentation of the semi-composite sentence. The semi-composite sentence as an intermediary phenomenon between the simple sentence and the composite sentence. The leading (fully predicative) semi-clause and the semi-predicative expansion (the complicator). The two types of semi-composite sentences: semi-complex and semi-compound sentences. The types of semi-complex sentences effected by position-sharing or by direct linear expansion; semi-complex sentences of subject-sharing and of object-sharing; semi-complex sentences of attributive complication, of adverbial complication (conjoint and absolute) and of nominal complication. The types of semi-compound sentences: semi-compound sentences of a poly-predicate subject-sharing type and semi-compound sentences of a poly-subject predicate-sharing type. Semi-composite sentences and related pleni-composite sentences. Sentences of primitivized semi-composition.

29. SYNTAX OF THE TEXT Text as an object of research. The problem of text in the hierarchy of language levels. Topical (semantic) unity and semantico-syntactic cohesion as basic differential features (categories) of the text. Monologue and dialogue sequences of sentences. The problem of textual units: a supra-phrasal unity (a complex syntactic unity), a dialogue unity; a cumuleme and an occurseme. Prospective (cataphoric) and retrospective (anaphoric) cumulation of sentences in the text. Conjunctive cumulation: pure conjunctions, conjunction-like adverbial and parenthetical connectors. Correlative cumulation: substitution and representation. Cumulation of mixed type. Communicative unity of sentences in textual

sequences: linear and parallel connections of sentences. The dicteme as an elementary textual unit. Functions of the dicteme: the topical function, the functions of nomination, of predication and of stylization. Intonational delimitation of a dicteme in the text. The correlation of a dicteme and a paragraph. Intermediary phenomena between the sentence and the supra-sentential construction; parcellation and its stylistic load. Text as the sphere of functional manifestation of the sentence.

Примерные задания

Опишите средства связи и тип присоединительных связей между предложениями в следующих текстовых последовательностях (проспективные или ретроспективные, конъюнктивные или коррелятивные; заместительно-коррелятивные или репрезентативно-коррелятивные и т.д.):

1) I had to move on to see the woman. She was too busy to see me. 2) She must have been very tired. Yet, it didn't show. 3) "Well, let me tell you something. Your old darling Father McCormack is an active IRA member" (Cole). 4) Her eyes were beautiful. It was the only attractive feature of her face, the nose was too big and the mouth too fleshy. 5) There is some bad feeling between several of the ministers. The Minister of the Interior is threatening to bring a charge of corruption against Mr. Kapperkham. Of course it is ridiculous, it is only a political move, but the Minister of the Interior is on very bad terms with the Prime Minister. He blames him for all his personal troubles (Brand).

Определите тип осложненного предложения и опишите его деривационную историю:

например: I saw a cat creeping noiselessly down the staircase. I saw a cat. + The cat was creeping noiselessly down the staircase; осложненно-подчиненное предложение со сложно-объектной причастной конструкцией.

1) He returned home pale and puzzled. 2) The papers are unlikely to be published. 3) I want this to be done at once. 4) There was a man dressed in black. 5) With nothing to do, they stood and had a small talk. 6) The guests arriving, Mary Ellen hurriedly dumped the vegetables into the wok. 7) It was unusual for her to be late. 8) Before saying it he hesitated. 9) She'll tell us when to open it. 10) She turned on her heels abruptly and left the room. 11) Is he or his father the head of the company? 12) Jeff, like everyone else, was bored to death. 13) I am neither for, nor against your decision.

б) Приведите собственные примеры осложненных предложений разных типов.

Определите тип подчиненного предложения (подчиненной клаузы) и тип связи в следующих предложениях:

1) 'All you need is love... Love is all you need.' 2) Why do you ask me what happened? 3) The strange thing is that they are disappointed. 4) We, who are perfect strangers here, should have been warned about it. 5) She manages such things much better than you do. 6) For all I know, she is a stranger here. 7) Your mother and father, as far as I remember, knew each other for twelve years before they were married.

б) Составьте список основных типов адвербиальных придаточных (повторите материал практического курса грамматики); приведите собственные примеры.

в) Определите, используются ли субординаторы в своих основных, первичных значениях, или они являются семантически «перенесенными», смешанными в следующих сложноподчиненных предложениях:

1) Fire the rockets when I give the signal. 2) She'll tell us when to open it. 3) They kept trying when they must have known it was hopeless. 4) Why do you want a new job when you've got such a good one already? 5) I asked her where she was going. 6) The crisis has reached a point where a receiver will have to be called in. 7) This is the building where I work. 8) They stopped where the road turned to the river. 9) They work better together than if they were alone. 10) I know him better than you do. 11) I don't like the way you laugh at her. 12) They arrived while we were having dinner. 13) Some countries have plenty of oil, while others have none.

LMS-платформа

1. не предусмотрена

## **5.2. Описание внеаудиторных контрольно-оценочных мероприятий и средств текущего контроля по дисциплине модуля**

Разноуровневое (дифференцированное) обучение.

### **Базовый**

#### **5.2.1. Контрольная работа**

Примерный перечень тем

1. 1. Grammar in the systemic conception of language 2. Morphemic structure of the word 3. Categorical structure of the word 4. Grammatical classes of words 5. Noun: general 6. Noun: gender 7. Noun: number 8. Noun: case 9. Noun: article determination

Примерные задания

Примерный вариант ответа:

1) Any hope of success is fleeting, how can I keep leading when the people I'm leading keep retreating? (Adverbial clause of time)

2) Now I'm the model of a modern major general, the venerated Virginian veteran whose men are all lining up, to put me up on a pedestal, writin' letters to relatives embellishin' my elegance and eloquence, but the elephant is in the room, the truth is in ya face when ya hear the British cannons go... (Attributive clause)

3) We signed a treaty with a King whose head is now in a basket. (Attributive clause)

4) Will they know what you overcame? (Objective clause)

5) And every day while slaves were being slaughtered and carted away across the waves, he struggled and kept his guard up. (Adverbial clause of time)

6) We put a stop to the bleeding as the British take Brooklyn, knight takes rook, but look. (Adverbial clause of time)

7) No one else was in the room where it happened. (Adverbial clause of place)

8) I'm coming home this summer at my sister's invitation, I'll be there with your fam'ly if you make your way upstate. (Adverbial clause of condition)

9) Even though we started at the very same time, Alexander Hamilton began to climb. (Adverbial clause of concession)

10) Cuz we'll have the banks, we're in the same spot. (Causative clause)

11) No one really knows how the game is played, the art of the trade, how the sausage gets made. (Adverbial clause of manner)

LMS-платформа

1. не предусмотрена

### 5.2.2. Домашняя работа

Примерный перечень тем

1. Define the communicative sentence type of five sentences

Примерные задания

примерный ответ:

Declarative: And every day while slaves were being slaughtered and carted away across the waves, he struggled and kept his guard up. Inside, he was longing for something to be a part of, the brother was ready to beg, steal, borrow or barter. And Alex got better but his mother went quick.

Interrogative: What's your name, man? Pardon me. Are you Aaron Burr, sir? So how'd you do it? How'd you graduate so fast? Can I buy you a drink?

Imperative: "Get your education, don't forget from whence you came, and the world is gonna know your name. Talk less. Smile more. Don't be shocked when your hist'ry book mentions me. Rise up! Tell your brother that he's gotta rise up. Tell your sister that she's gotta rise up

There are also sentences that can be called intermediate:

Rhetorical questions: Can I be real a second? For just a millisecond? Let down my guard and tell the people how I feel a second? Any hope of success is fleeting, how can I keep leading when the people I'm leading keep retreating? When are these colonies gonna rise up?

Sentences that are intermediary between statements and inducements: You must get through to Jefferson. "Everyone shall sit under their own vine and fig tree and no one shall make them afraid."

LMS-платформа

1. не предусмотрена

### 5.3. Описание контрольно-оценочных мероприятий промежуточного контроля по дисциплине модуля

#### 5.3.1. Экзамен

Список примерных вопросов

1. Language and its grammar.

2. Morphemic structure of the word.

3. Grammatical categories.

4. Parts of speech.

5. Noun, grammatically relevant groups of the noun, categories of gender and number.

6. Categories of case and article determination of the noun.
7. Verb, grammatically relevant groups of the verb, non-finite forms of the verb.
8. Verbal categories of person and number, tense and aspect.
9. Verbal categories of voice and mood.
10. Adjective and adverb.
11. Syntax of the phrase.
12. Syntax of the sentence. Nominative division of the sentence.
13. Actual division of the sentence. Communicative types of sentences.
14. Composite sentence.
15. Semi-composite sentence.

LMS-платформа

1. не предусмотрена

#### 5.4 Содержание контрольно-оценочных мероприятий по направлениям воспитательной деятельности

Направление воспитательной деятельности	Вид воспитательной деятельности	Технология воспитательной деятельности	Компетенция	Результаты обучения	Контрольно-оценочные мероприятия
Профессиональное воспитание	учебно-исследовательская, научно-исследовательская	Технология формирования уверенности и готовности к самостоятельной успешной профессиональной деятельности	ОПК-2	Д-1	Практические/семинарские занятия