



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English Grammar I/III/Anglų kalbos gramatika I/III	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Rūta Šileikytė Zukienė <b>Other(s):</b> Deividas Zibalas	Faculty of Philology Institute of English, Romance and Classical Studies Department of English Philology

Study cycle	Type of the course unit (module)
Bachelor	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Lectures, tutorials, and seminars	Autumn semester (Semester 1)	English

Requirements for students	
<b>Prerequisites:</b> B2 level of English	<b>Additional requirements (if any):</b> None

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	130	64	66

Purpose of the course unit (module): programme competences to be developed		
<p>The course aims to develop students' linguistic competence, expanding their practical and theoretical knowledge of English grammar, and helping them acquire C1-level language skills by developing their written, spoken and listening communicative skills in social, professional and academic environments. The course expands students' discourse of academic language, as well as their knowledge of the subject's metalanguage.</p> <p>The main goals of the course are: to comprehend the difference between the prescriptive and descriptive approach to grammar, to grasp the analytical features of the grammatical structure of English as opposed to those of synthetic languages; to understand the differences between lexical and functional word classes and to see the ambiguities related to the functional classification of words; to study the grammatical categories of nouns and learn the principles of their classification; to study the main types of determiners and their use with different noun phrases in the sentence; to explore the functional and semantic classification of pronouns, adjectives and adverbs.</p> <p>The theoretical aspect of the course is complemented by practical tasks and exercises that aim at developing students' competence of applying the gained knowledge in practical situations that involve the use of spoken and written English and demand students' ability to produce grammatically accurate language structures. On a more general level, while studying the systematic and rigorous structure of contemporary English grammar, students develop their cognitive skills, analytical thinking and skills for problem solving. The in-depth analysis of the grammatical structures nurtures students' academic curiosity and develops universal patterns of systematic inquiry. Thorough preparation for each seminar raises students' awareness of personal responsibility and academic integrity.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students have insight into the systematic structure	Modes of delivery: engaging	Accumulative evaluation: to

<p>of contemporary English grammar and possess basic skills for practical work in language-related areas.</p> <p>They understand the differences between the prescriptive and descriptive approaches to grammar, as well as the main features of English as an analytical language.</p> <p>Students understand the classification criteria behind the division into lexical and functional word classes and the ambiguities related to this question.</p> <p>They understand the principles of the grammatical classification of nouns and know the particularities of each grammatical category of the noun.</p> <p>Based in the individual properties of different determiners, students are able to use them correctly in the sentence.</p> <p>Students are thoroughly familiar with the functional and semantic classification of pronouns, adjectives and adverbs.</p> <p>Students are able to self-evaluate their professional development and academic progress, as well as integrate the newly acquired knowledge and skills into the formerly built context of learning.</p>	<p>lectures, seminars, tutorials, and feedback classes.</p> <p><u>In-class activities:</u> involved discussion of the assigned material, pair and group work, and written and oral tasks.</p> <p><u>Homework assignments:</u> background reading of the assigned material, completion of tasks and exercises.</p>	<p>account for their understanding of the course material, students write two tests that cover their theoretical and practical knowledge of the subject (for the structure, content and grading of the test, see <b>Assessment criteria</b> below)</p> <p><u>Homework check:</u> thorough preparation for the seminars is essential for students' individual results as well as the general atmosphere and concentration in the group; therefore, homework assignments will be regularly checked during the course.</p>
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. <b>What is grammar?</b> Morphology and syntax. Prescriptive and descriptive grammar. A discourse perspective on grammar. The grammatical structure of English as a predominantly analytic language based on contrast with synthetic languages.	1		4	2			7	7	<b>1. Reading of the assigned texts for the discussion of theoretical issues.</b>  <i>Recommended readings:*</i>
2. <b>Words and word classes.</b> Definition of the word. Lexical and functional words. Special word classes. Word-class ambiguities.	1		4	2			7	7	Biber et al., LSGSWE Ch. 2, Grammar Bite A: Introduction to words  Huddleston & Pullum, Ch. 5, Section 1 Introduction (p. 82–85)
3. <b>The noun phrase.</b> Definition, grammatical categories, classification of nouns. The category of number, gender, case.	1		4	2			7	7	Biber et al., LSGSWE Ch. 4, sections 4.2–4.4 Types of nouns
4. <b>The article.</b> Definition, types, functions. The use of articles with countable and uncountable nouns. The generic definite article. The use of articles with different semantic groups of nouns. The specific use of articles with nouns in their phraseological use. Articles with proper nouns: names of persons, geographic names and miscellaneous proper names. Other determiners.	2		8	4			14	14	Van Gelderen, Ch. 2, Section 2.1 Determiner  Biber et al., LSGSWE 4.6 The articles  Biber et al., LSGSWE Ch. 4, Grammar Bite C: Number and case in nouns  Biber et al., LSGSWE 4.10

5. <b>The pronoun.</b> Definition, types, usage. Pronouns vs. determiners.	1		4	2			7	7	Gender Huddleston & Pullum, Ch. 5, section 9 Genitive case. Biber et al., LSGSWE 4.9 Case: the genitive.
6. <b>The adjective.</b> Types, formation, functions and semantic categories. Degrees of comparison. Order of adjectives.	1		4	2			7	7	<b>2. Practical tasks for the development of grammar skills.</b> <i>Recommended exercises:*</i>
7. <b>The adverb.</b> Types, formation, functions and position in the sentence.	1		4	2			7	7	
8. Revision and consolidation. Preparation for the written exam		2	6				8	10	
<b>Total: 130</b>	8	2	38	16			64	66	Krylova & Gordon, ex. 1–34. Hewings 2005, Chs. 44–47 A/an, one & zero Hewings 2005, Ch. 43 Compound nouns and noun phrases Foley & Hall, <i>Longman Advanced</i> , Ch. 26 Possessives and compound nouns Foley & Hall, <i>Longman Advanced</i> , Ch. 27: Pronouns. Foley & Hall, <i>Longman Advanced</i> , Ch. 21: Adjectives. Hewings 2005, Chs. 74–75: Position of adverbs. <i>*Full lists will be provided by individual teachers.</i>

Assessment strategy	Weight, %	Deadline	Assessment criteria
Test 1 (Mid-term test)	40%	Week 9	<p><b>Structure and grading.</b> Both tests consist of two parts (theoretical and practical) of equal weight. Each part contains a different number of tasks, which vary in weight; however, the total amount of points for each part is 50, and the total amount of points for each test is 100.</p> <p><b>Content.</b> The theoretical parts of both tests check students' ability to define, compare and contrast, describe, analyse and illustrate relevant concepts. The practical parts require students to apply theory in practice: for example, to construct correct grammatical structures and forms, to correct linguistic mistakes, to rephrase, to insert missing or required forms into given syntactic structures.*</p> <p><b>Assessment criteria.</b> The maximum number of points is given for an exhaustive and comprehensive answer that demonstrates the student's ability to discuss various theoretical aspects covered in the course using correct grammatical terminology, to illustrate their arguments with relevant examples, to construct and use grammatically accurate English sentences.</p> <p><i>*Revision questions will be provided beforehand.</i></p>
Test 2 (Final test)	60%	Week 16	

Author	Year of	Title	Publishing place and house
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	publication		or web link
<b>Compulsory reading</b>			
Biber, D., Conrad, S. & G. Leech	2007	<i>Longman Student Grammar of Spoken and Written English</i>	Harlow: Longman
Biber, D., Conrad, S. & G. Leech	2011	<i>Longman Student Grammar of Spoken and Written English: Workbook</i>	Harlow: Pearson Education/Longman
Biber, D., S. Johansson, G. Leech, S. Conrad, & E. Finegan (eds.)	2000	<i>Longman Grammar of Spoken and Written English</i>	Harlow: Longman
Carter, R., Hughes, R. & M. McCarthy	2001	<i>Exploring Grammar in Context</i>	Cambridge: CUP
Foley, M. & D. Hall	2012	<i>MyGrammarLab: Advanced C1–C2</i>	Harlow: Pearson
Foley, M. & D. Hall	2009	<i>Longman Advanced Learners' Grammar</i>	Harlow: Pearson Education/Longman
Hewings, M.	2009	<i>Grammar for CAE and Proficiency</i>	Cambridge: CUP
Hewings, M.	2005	<i>Advanced Grammar in Use, 2<sup>nd</sup> ed.</i>	Cambridge: CUP
Huddleston, R. & G.K. Pullum	2015	<i>A Student's Introduction to English Grammar</i>	Cambridge: CUP
Krylova, I.P & E.M. Gordon	2002	<i>The Use of Articles in Modern English</i>	Moscow: List New
Side, R. & G. Wellman	2002	<i>Grammar and Vocabulary: for Cambridge advanced and proficiency</i>	Harlow: Longman
Vince, M. & P. Sunderland	2005	<i>Advanced Language Practice</i>	Oxford: Macmillan
<b>Supplementary reading</b>			
Alexander, L. G.	2011	<i>Longman English Grammar</i>	Harlow: Longman
Eastwood, J.	2004	<i>Oxford Practice Grammar: with answers, 2<sup>nd</sup> ed.</i>	Oxford: OUP
Mann, M. & S. Taylore-Knowles	2008	<i>Destination C1 &amp; C2. Grammar &amp; Vocabulary</i>	Oxford: Macmillan
Swan, M.	2012	<i>Practical English Usage. International Student's Edition</i>	Oxford, New York [N.Y.]: OUP
Swan, M. & C. Walter	2000	<i>How English Works: a grammar practice book</i>	Oxford: OUP
Yule, G.	2009	<i>Oxford Practice Grammar: advanced with answers</i>	Oxford: OUP

**NOTE:**

**Attendance requirements**

**Students are required to attend all seminars.** Those who miss more than 35% of the seminars (11 out of 32) without a valid reason (e.g. illness documented by a doctor's note) will not be allowed to take the final exam.

Last updated: 1 September 2023.