



COURSE UNIT (MODULE) DESCRIPTION

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

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. prof. dr. Anna Ruskan Others: Lect. Jekaterina Šukalova	Department of English Philology, Faculty of Philology

Study cycle	Type of the course unit (module)
1st	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites: B2 level of English	Additional requirements (if any): 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
The course aims at developing 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 theoretical aspect of the course is consistently complemented by practical tasks and exercises that aim to develop students' competence of applying the gained knowledge in practical situations, which involve the use of spoken and written English and demand students' ability to produce grammatically accurate language structures. Generic competences: Responsibility: the ability to set goals and make plans, and take responsibility for them - will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; - will be able to take responsibility for their work / study results and learn from mistakes. Co-operation: the ability to successfully work in a team - will be able to work in a team by setting common goals, sharing information, and looking for solutions together; - will be able to motivate other team members to achieve common goals. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment - will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking - will be able to identify problems and challenges in their own and related fields; - will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself - will be open to new ideas, strive to change, and be creative and innovative; - will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary

for future change.

Subject-specific competences:

6. **Essential knowledge and skills in linguistics:** perception of language as a phenomenon and perception of linguistics as a scientific discipline
 - will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics;
 - will acquire knowledge of the main branches and methods of linguistics.
7. **Understanding and analysis of the English language system at various levels:** phonetics, morphology, syntax, semantics, etc.
 - will gain knowledge of the English language system;
 - will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods.
8. **Communication skills in English (C1-C2):** listening, reading, speaking, writing, mediation
 - will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations;
 - will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations;
9. **Ability to apply philological knowledge and skills in practice within and outside the University**
 - will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
At the end of the course, students acquire: - the ability to analyze and explain a variety of concepts related to English grammar, with the emphasis on the grammatical concepts related to the verb phrase, direct and indirect speech, and syntactic structures; - the ability to construct correct grammatical forms and syntactic structures and use them correctly in practical situations; - the ability to describe and explain various aspects of English grammar using appropriate terminology and register; - the ability to recognize and correct errors in word formation, morphology, and syntax in formal and informal language.	The seminars consist of discussions of the assigned material, individual and group work, and written and oral tasks. Homework assignments include background reading of the assigned material, and completion of tasks and exercises.	<u>Accumulative evaluation:</u> Test I, Test II, and active participation.

[illegible]

5. Mood and modality: realizations and meanings. Modal auxiliary verbs, semi-modals and other modal expressions. The permission/possibility/ability modals. The obligation/necessity modals and semi-modals. The volition/prediction modals and semi-modals. Combinations of modal verbs with marked aspect and voice. Modals and semi-modals in discourse.			10				10	10	1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i> , pp. 174-182. 2) Leech, 2004, <i>Meaning and the English Verb</i> , pp. 74-89. 3) Foley & Hall, 2008, <i>Longman Advanced Learner's Grammar</i> , pp. 174-197. 4) Huddleston et al., 2022, <i>A Student's Introduction to English Grammar</i> , pp. 69-72; 76-77. Optional 5) Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 482-499. 6) Yule, 1998, <i>Explaining English Grammar</i> , pp. 85-111.
6. The subjunctive mood, types, forms and meanings. Conditionals sentences.			4				4	6	1) Huddleston et al., 2022, <i>A Student's Introduction to English Grammar</i> , pp. 72-73; 78-80. 2) Leech, 2004. <i>Meaning and the English Verb</i> , pp. 114-128. 3) Foley & Hall, 2008, <i>Longman Advanced Learner's Grammar</i> , pp. 120-129; 130-137. Optional 4) Yule, 1998, <i>Explaining English Grammar</i> , pp. pp. 123-145
7. The subject matter of syntax and syntactic units (the sentence, the clause, and the phrase). Clause elements: central, peripheral and elements outside of the clause structure.			6				6	4	1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i> , pp. 46-51; 412-415. 2) Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 129; 132-134. 3) Carter & McCarthy, 2006, <i>Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage</i> , pp. 486-487; 491-494. 4) Kennedy, 2003, <i>Structure and Meaning in English</i> , pp. 112-118. 5) Foley & Hall, 2003, <i>Longman Advanced Learner's Grammar</i> , pp. 312-319. Optional 6) Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 126-136.

									7) Huddleston et al., 2022, <i>A Student's Introduction to English Grammar</i> , pp. 374-377)
8. Subject-verb concord.			4				4	4	1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i> , pp.232-237. Optional 2) Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp.182-194.
9. Major types of independent clauses: declarative, interrogative, exclamative, imperative.			4				4	4	1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i> , pp. 248-255. 2) Huddleston & Pullum, 2005, <i>A Student's Introduction to English Grammar</i> , pp. 168-172.
Total: 130			64				64	66	

Assessment strategy	Weight, %	Assessment criteria
Test I (Part I - beginning of April)	40%	Structure and grading. Test I will cover the topics studied from February through April, while Test II will focus on the topics covered from April through May. Both tests consist of two parts (theoretical and practical) of equal weight. Although the number of tasks varies within each part, both parts contribute 50 points, making the total score for each test 100 points. Content. The theoretical parts of both tests check students' ability to define, compare, contrast, describe, analyze, and illustrate relevant concepts. The practical parts require students to apply the 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. Assessment criteria. 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. Requirements for passing the course. Students are required to attend a minimum of 70 percent of classes in either part of the course (Part I; Part II). Failure to meet the 70 percent seminar attendance requirement will result in the student being ineligible to sit for the exam. To pass the course, students must successfully pass both tests. If a student passes one test but fails the other, only the failed test must be retaken during the retake session in September. If a student fails to pass both tests, they will have the opportunity to retake both during the retake session. A student who misses any of the tests (Test I/Test II) without a valid excuse (e.g. illness) is not allowed to make up for the assignment. In the case of an illness, a student has the opportunity to take Test I and/or Test II in two weeks after the end of an illness. Each student is responsible for notifying the lecturer of the justifiable reason for the absence and a retake is scheduled via mutual agreement. Additional remarks: The lecturer reserves the right to change homework assignments, the sequence of seminar topics and the dates of seminars outlined in the course syllabus during the first seminar in order to manage students' workload, make up for missed seminars or topics that were
Test II (Part II - May 29)	40%	
Active participation in discussions	20% 10% (Part I) + 10% (Part II)	

		not covered due to student's poor preparation for seminars, etc. The lecturer reserves the right not to share slides and other materials used during the seminar. If a student is not able to attend a seminar, it is his/her responsibility to cover the topic individually. Students take full responsibility for their learning process and must refrain from asking questions, making comments or asking for individual feedback on their assignments if it becomes obvious that a lack of knowledge arises from students' unjustified absence. All comments in the classroom should only be confined to the materials being discussed. Students are required to regularly check their institutional emails and refer to the course on <i>emokymai.vu.lt</i> for the latest updates regarding the course.
Course policy regarding the use of electronic devices in class		
The usage of electronic devices (laptops, tablets, cell phones, smartphones, e-readers, music players, etc.) during class is only allowed for study and research purposes, when it is required for in-class assignments (assigned by the course instructor), for contacting group members (when such need arises), or in cases of emergency. Mobile phones should be silenced and put away during the entire seminar, unless they are used for above-mentioned learning purposes and prior permission to use them from the course instructor is granted. If a student has an emergency situation which requires to keep his/her phone on, he/she must inform the course instructor beforehand. Taking photos, videos and making sound recordings in class are forbidden, unless instructed otherwise by the professor or unless students provide documents which outline the requirements for necessary accommodations of the use of electronic devices due to disability or other diagnosed health issues.		

Course literature

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Biber, D., S. Conrad & G. Leech	2003	<i>Longman Student Grammar of Spoken and Written English</i>		Harlow: Longman
Biber, D., S. Johansson, G. N. Leech, S. Conrad, E. Finegan	2021	<i>Grammar of Spoken and Written English</i>		Amsterdam/Philadelphia: John Benjamins Publishing Company
Carter, R. & M. McCarthy	2006	<i>Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage.</i>		Cambridge: CUP
Downing, A. & P. Locke	2006	<i>English Grammar: A University Course</i>		Routledge
Foley, M. & D. Hall	2008	<i>Longman Advanced Learners' Grammar</i>		Harlow: Pearson Education/Longman
Freeborn, D.	1995	<i>A Course Book in English Grammar</i>		London: Macmillan
Huddleston, R. & G.K. Pullum	2005	<i>A Student's Introduction to English Grammar</i>		Cambridge: CUP
Huddleston, R. & G.K. Pullum	2016	<i>The Cambridge Grammar of the English Language</i>		Cambridge: CUP
Huddleston, R., G.K. Pullum & B. Reynolds	2022	<i>A Student's Introduction to English Grammar. Second edition.</i>		Cambridge: CUP
Kennedy, G.	2003	<i>Structure and Meaning in English: A Guide for Teachers</i>		Harlow: Pearson Education/Longman
Leech, G.	2004, 2013	<i>Meaning and the English Verb</i>		Harlow: Pearson Educational
Optional reading				
Alexander, L. G.	2011	<i>Longman English Grammar</i>		Harlow: Longman
Carter, R., R. Hughes & M. McCarthy	2001	<i>Exploring Grammar in Context</i>		Cambridge: CUP
Eastwood, J.	2004	<i>Oxford Practice Grammar: with answers, 2nd ed.</i>		Oxford: OUP
Foley, M. & D. Hall	2012	<i>MyGrammarLab: Advanced C1–C2</i>		Harlow: Pearson
Hewings, M.	2005	<i>Advanced Grammar in Use, 2nd ed.</i>		Cambridge: CUP
Hewings, M.	2009	<i>Grammar for CAE and Proficiency</i>		Cambridge: CUP
Mann, M. & S. Taylore-Knowles	2008	<i>Destination C1 & C2. Grammar & Vocabulary</i>		Oxford: Macmillan
Side, R. & G. Wellman	2002	<i>Grammar and Vocabulary: for Cambridge advanced and proficiency</i>		Harlow: Longman
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
Vince, M. & P. Sunderland	2005	<i>Advanced Language Practice</i>		Oxford: Macmillan
Yule, G.	1998	<i>Explaining English Grammar</i>		Oxford: OUP
Yule, G.	2009	<i>Oxford Practice Grammar: advanced with answers</i>		Oxford: OUP

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