



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Grammar: Form, Meaning and Use I/II / Gramatika: forma, reikšmė ir vartoseną I/II	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: lect. Jekaterina Šukalova	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
Seminars	Autumn semester	English

Requirements for students	
Prerequisites: Modern English 2 or 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): program competences to be developed

This course aims to enhance students' linguistic competence by expanding their practical and theoretical understanding of English grammar, aiming to help them achieve C1-level proficiency. It focuses on developing students' written, spoken, and listening skills in social, professional, and academic contexts. Additionally, the course deepens students' knowledge of academic discourse and the metalanguage of grammar.

The main goals of the course are: to differentiate between prescriptive and descriptive approaches to grammar, to analyze the grammatical structure of English in contrast to synthetic languages; to understand lexical and functional word classes, including ambiguities related to the functional classification of words; to explore the grammatical categories of nouns and the principles of their classification; to examine 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.

The theoretical aspect of the course is complemented by practical tasks and exercises that build students' ability to apply their 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.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students gain a comprehensive understanding of the systematic structure of contemporary English grammar and acquire foundational skills for	<u>In-class activities:</u> involved discussion of the assigned material, pair and group work,	<u>Accumulative evaluation:</u> to account for their understanding of the course material, students

<p>practical work in language-related areas.</p> <p>Students understand the classification criteria behind the division of words into lexical and functional word classes, including the ambiguities involved in this classification.</p> <p>Students understand the principles underlying the grammatical classification of nouns and know the particularities of each grammatical category of the noun.</p> <p>Based on the individual properties of different determiners, students can use them correctly in sentences.</p> <p>Students are well-versed in the functional and semantic classification of pronouns, adjectives, and adverbs.</p> <p>Students are capable of self-evaluating their professional development and academic progress, as well as integrating the newly acquired knowledge and skills into the formerly built context of learning.</p>	<p>and written and oral tasks.</p> <p><u>Homework assignments:</u> background reading of the assigned material, completion of tasks and exercises.</p>	<p>write two tests (midterm and final) that cover their theoretical and practical knowledge of the subject (for the structure, content, and grading of the test, see Assessment criteria below). Additionally, active participation throughout the course contributes 10% to students' final grade.</p> <p><u>Homework check:</u> thorough preparation for the seminars is essential for students' 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
<p>1. What is grammar? Morphology and syntax. Derivational and inflectional morphology. Word formation processes. Prescriptive and descriptive grammar. The grammatical structure of English as a predominantly analytic language based on contrast with synthetic languages.</p>			8				8	8	<p>Reading of the assigned texts for the discussion of theoretical issues.</p> <ul style="list-style-type: none"> - Lieber, <i>Introducing Morphology</i>, Chapters 1, 3, 6.
<p>2. Words and word classes. Definition of the word. Lexical and functional words. Special word classes. Word-class ambiguities.</p>			8				8	8	<ul style="list-style-type: none"> - Biber et al., <i>LSGSWE</i> Ch. 2, Grammar Bite A: Introduction to words.
<p>3. The noun phrase. Definition, grammatical categories, classification of nouns. The category of number, gender, case.</p>			10				10	10	<ul style="list-style-type: none"> - Biber et al., <i>LSGSWE</i> Ch. 4, sections 4.1 - 4.4, 4.8 - 4.10. - Downing & Locke, <i>English Grammar: A University Course</i>, pp. 401-417. - Huddleston & Pullum, Ch. 5, section 9 Genitive case.
<p>4. The article. 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.</p>			16				16	18	<ul style="list-style-type: none"> - Biber et al., <i>LSGSWE</i> Chapter 4, section 4.6. - Krylova & Gordon, <i>The Use of Articles in Modern English</i>. - Yule, <i>Explaining English Grammar</i>, Chapter 2.

Other determiners.									
5. The pronoun. Definition, types, usage. Pronouns vs. determiners.			6				6	6	- Biber et al., <i>LSGSWE</i> Ch. 4, sections 4.12 - 4.16. - Foley & Hall, <i>LALG</i> , Chapter 27.
6. The adjective. Types, formation, functions, and semantic categories. Degrees of comparison. Order of adjectives.			6				6	6	- Biber et al., <i>LSGSWE</i> Chapter 7. - Foley & Hall, <i>LALG</i> , Chapters 21-24.
7. The adverb. Types, formation, functions, and position in the sentence.			6				6	6	- Biber et al., <i>LSGSWE</i> Chapter 7. - Foley & Hall, <i>LALG</i> , Chapters 21-24.
8. Revision			4				4	4	
Total: 130			64				64	66	

Assessment strategy	Weight,%	Assessment criteria
Midterm test	30%	<p>Structure and grading. Each test (midterm/final/retake) consists of two parts (theoretical and practical) of equal weight. Each part contains a different number of tasks, which vary in weight; however, the total number of points for each part is 50, and the total number of points for each test is 100. Additionally, active participation in seminar discussions contributes an extra 10% toward the final grade.</p> <p>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 theory in practice: for example, to construct correct grammatical structures and forms, to correct linguistic mistakes, to rephrase, and to insert missing or required forms into given syntactic structures.</p> <p>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, and to construct and use grammatically accurate English sentences.</p> <p>Requirements for passing the course. Students are required to attend a minimum of 70 percent of classes. Failure to meet the 70 percent seminar attendance requirement will result in the student being ineligible to sit for the exam. If a student does not take the exam during the regular session but opts to participate in the retake, it is important to note that the examination for the retake will comprehensively cover all materials and topics taught throughout the entire course. Despite the inclusion of all the topics, the retake test will still account for 60% of the final grade.</p> <p>A student who misses any of the tests (mid-term/final/retake test) 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 the mid-term/final test in two weeks' time 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.</p>
Final test	60%	
Active participation in discussions	10%	

Author	Year of publication	Title	Publishing place and house or weblink
Compulsory reading			

Biber, D., Conrad, S. & G. Leech	2007	<i>Longman Student Grammar of Spoken and Written English</i>	Harlow: Longman
Biber, D., S. Johansson, G. Leech, S. Conrad, & E. Finegan (eds.)	2000	<i>Longman Grammar of Spoken and Written English</i>	Harlow: Longman
Downing, A. & P. Locke	2006	<i>English Grammar: A University Course</i>	Routledge
Foley, M. & D. Hall	2009	<i>Longman Advanced Learners' Grammar</i>	Harlow: Pearson Education/Longman
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
Lieber, R.	2016	<i>Introducing Morphology</i>	Cambridge: CUP
Yule, G.	1998	<i>Explaining English Grammar</i>	Oxford: OUP
Supplementary reading			
Alexander, L. G.	2011	<i>Longman English Grammar</i>	Harlow: Longman
Carter, R., Hughes, R. & 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.	2009	<i>Grammar for CAE and Proficiency</i>	Cambridge: CUP
Hewings, M.	2005	<i>Advanced Grammar in Use, 2nd ed.</i>	Cambridge: CUP
Mann, M. & S. Taylore-Knowles	2008	<i>Destination C1 & C2. Grammar & 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

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