



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
ENGLISH MORPHOLOGY I/II	

Academic staff	Core academic unit(s)
Coordinating: Lect. L. Fedorčėnkiėnė Other: Lect. G. Dubauskiėnė	Institute of Languages, Literature and Translation Studies, Kaunas Faculty of Vilnius University Muitinės St. 8, LT-44280 Kaunas

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Auditorium and individual work	1 st semester	English

Requisites	
Prerequisites: -	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
10	280	128	152

Purpose of the course unit		
<p>The aim of the course is to provide students with the theoretical knowledge and practical skills needed to effectively use the tense forms of the English verbs, modals and passive structures, gerund and infinitive structures, to boost students' skills to properly formulate questions, strengthen their ability to use modern information technologies, AI platforms, to analyse and evaluate natural and AI-generated language texts at the morphological level.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>Students will be able to explain and know how to compose and correctly use various tenses of English verbs, modal and passive verbs, gerund and infinitive constructions, make various types of questions in written and spoken language.</p> <p>Students will understand and be able to use and explain the concepts and terms of morphology, describe its main structures; will be interested in the innovations of language and peculiarities of the AI-generated language.</p>	<p>Lectures, exercises, interactive teaching methods, individual and group tasks.</p>	<ul style="list-style-type: none"> - 8 tests after each topic; - Presentation of the DI language analysis paper; - Examination. <p>Final assessment of student's achievement – arithmetic average of marks.</p>

Will be able to think critically and reveal analytical thinking skills by analysing, comparing and critically evaluating natural and AI generated language texts by applying acquired knowledge of morphology and relating it to different linguistic theories and recent AI research.	Lectures, exercises, interactive teaching methods, individual and group tasks. Preparation of an AI language analysis research paper.
Will be able to properly choose modern information technology tools, AI platforms and other language research tools to perform AI language analysis work, select scientific literature books, select and critically evaluate information sources.	
Will be able to plan and rationally use time, resources in organizing their own learning and work, and take personal responsibility for time management.	
Will be able to take moral responsibility for the results of their activities and their impact on society, will adhere to ethical principles.	

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Present tenses and their aspects in English. Structure and form. Relation of the aspects of the present tense of a verb to the characteristics of the action. Expression of constancy, progression, change, accomplishment. Sensory, status, existence and other special categories of verbs: change of meaning in different present tenses. Performatives. Inclusive and exclusive perfect aspects of present tense verbs.	5			10			15	16	<p>Analysis of lecture material and exercises. Literature to be studied: Elbaum, L. (2020) <i>Grammar in Context</i>, p. 28–36; Foley, M., Hall, D. (2003). <i>Advanced Learner’s Grammar</i>, p. 46– 49; p. 50–53; p. 62–65; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), p. 28–54. Exercises: <i>Grammar Practice for Upper Intermediate Students</i>, Ex. 7a– 9b, p. 28–36; Foley, M., Hall, D. (2003). <i>Advanced Learner’s Grammar</i>, Ex.1–6, p. 50–53;1–6, p.66– 69;</p> <p>Powell, D. <i>Grammar Practice</i> (Upper Intermediate), Ex.</p>

									18a–34b., p. 28–54. Additional exercises: Yule, G., (2010). <i>Oxford Practice Grammar – advanced</i> , Ex. 1– 7, p. 16–18, Thomson, A.J., Martinet, A.V. (2010). <i>A Practical English Grammar</i> , Ex. 117–118, p. 41–43.
2. Past tenses and their aspects in English. Structure and form. Less common forms of irregular verbs. Relation of the tense aspects of the verb to the characteristics of the action: finite, interrupted, temporary actions. Structures expressing repetition in English. Forms expressing the future in the past tense. The mitigating function of the present continuous tense in requests. Expression of intent. Expression of the sequence of past events. New developments in the use of the present and past tenses: the case of Present Perfect and Past Simple.	5			11			16	17	Analysis of lecture material and exercises. Literature to be studied: Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i> , p. 37–52; Foley, M., Hall, D. (2003). <i>Advanced Learner’s Grammar</i> , p. 54– 57; p. 70–72; Powell, D. <i>Grammar Practice (Upper Intermediate)</i> , p. 55–68. Exercises: <i>Grammar Practice for Upper Intermediate Students</i> , Ex. 10a–14, p. 37–52; Foley, M., Hall, D. (2003). <i>Advanced Learner’s Grammar</i> , Ex.1–7, p. 54–57; Powell, D. <i>Grammar Practice (Upper Intermediate)</i> , Ex. 35a – 49b, p. 55– 68. Additional exercises: Yule, G. (2010). <i>Oxford Practice Grammar – advanced</i> , Ex. 8– 14, p. 20–23, Thomson, A.J., Martinet, A.V. (2010). <i>A Practical English Grammar</i> , Ex. 129–131, p. 47–67. Murphy, R. (2023). <i>English Grammar in Use</i>
3. Future tenses of English and their aspects. Structure and form. The use of the present, past and future aspects of the tenses to express future intentions, predictions, agreements, plans, schedules and decisions. Overlaps and differences between the use of the present continuous tense and the use of the "Be going to". Overlaps between the future continuous	5			11			16	16	Analysis of lecture material and exercises. Literature to be studied: Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i> , p. 37–52;

<p>and the present continuous. Reinforcement of predictions, intentions and decisions with appropriate adverbs. Introductory verbs showing the attitude towards the future event or state of affairs indicated by the verb. Adjectives conveying an indication of the near future (e.g. impending). The use of the infinitive to convey the future tense. Ways of expressing the future tense in the past.</p>								<p>Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i>, p. 54– 57; p. 70–72; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), p. 55– 68. Exercises: <i>Grammar Practice for Upper Intermediate Students</i>, Ex. 10a– 14, p. 37–52; Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i>, Ex. 1–7, p. 54–57; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), Ex. 35a – 49b, p. 55– 68. Additional exercises: Yule, G. (2010). <i>Oxford Practice Grammar – Advanced</i>, Ex. 8– 14, p. 20–23, Thomson, A.J., Martinet, A.V. (2010). <i>A Practical English Grammar</i>, Ex. 129–131, p. 47– 67. Murphy, R. (2023). <i>English Grammar in Use</i>, Free downloadable app for Androids</p>
<p>4. Types of questions, word order. General and special questions. Differences between the construction of questions for the subject and the object. Position of prepositions in questions and the influence of their position on meaning. Negative questions. Rarer cases of tag questions: mixed and “same-way” tag questions, differences in functions. Special constructions of questions conveying emotional load. Indirect questions, introductory phrases and word order of the indirect question in a sentence. The communicative function of tag questions.</p>	5		10			15	17	<p>Analysis of lecture material and exercises. Literature to be studied: Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i>, p. 162– 165; Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i>, p. 96– 102; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), p. 107–115. Exercises: <i>Grammar Practice for Upper Intermediate Students</i>, Ex. 63a– 64, p. 162–165; Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i>, Ex.1–6, p. 72–86; Powell, D. <i>Grammar Practice</i> (Upper</p>

								Intermediate), Ex. 180–184, p. 107–115. Additional exercises: Yule, G. (2010). <i>Oxford Practice Grammar – advanced</i> , Ex. 1–17, p. 44–56, Thomson, A.J., Martinet, A.V. (2010). <i>A Practical English Grammar</i> , Ex. 132–138, p. 69–80. Murphy, R. (2023). <i>English Grammar in Use – advanced</i> , Free downloadable app for Androids
5. Gerund and infinitive constructions. Gerund and infinitive constructions in the positions of the subject, the complement and the attribute. The use of the <i>-ing</i> form and the infinitive form after certain verbs, adjectives and nouns. The change in the meaning of a sentence depending on the form used. The use of the <i>-ing</i> form and the infinitive form depending on the type of verb (e.g. transitive). The use of the infinitive forms in expressing purpose and result. "Split" infinitive. The perfect infinitive. The continuous infinitive. Their use in more complex structures. Gerund and infinitive constructions with sensory verbs.	6		11			17	16	Analysis of lecture material and exercises. Literature to be studied: Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i> , p. 111–127; Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i> , p. 140–147; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), p. 91–98. Exercises: <i>Grammar Practice for Upper Intermediate Students</i> , Ex.40–46, p. 11–127; Foley, M., Hall, D. (2003). <i>Advanced Learner's Grammar</i> , Ex.1–6, p. 140–147; Powell, D. <i>Grammar Practice</i> (Upper Intermediate), Ex. 149–156, p. 91–98. Additional exercises: Yule, G. (2010). <i>Oxford Practice Grammar – advanced</i> , Ex. 1–12, p. 137–148. Thomson, A.J., Martinet, A.V. (2010). <i>A Practical English Grammar</i> , Ex. 149–150, p. 98–100. Murphy, R. (2023). <i>English Grammar in Use</i> , Free downloadable app for Androids

<p>6. Passive structures and functions in terms of style formation, clarity and meaning. Present, past and future passive structures. Passive constructions with transitive and ditransitive verbs. Passive constructions with multi-word verbs and modal verbs. Passive constructions with impersonal structures. The use of 'get' as an auxiliary verb in the passive voice in spoken language. Passive constructions with the infinitive and the <i>-ing</i> form, their usage and meaning. Causative structures with 'have' and 'get', similarities between the structures.</p>	5			10			15	17	<p>Analysis of lecture material and exercises. Literature to be studied: Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i>, p. 70–81; Foley M., Hall, D. <i>Advanced Learner's Grammar</i>, p. 104–111; Yule, G., <i>Oxford Practice Grammar</i>, p.56–68. Exercises: <i>Grammar Practice for Upper Intermediate Students</i>, Ex. 23a–25, p. 70–81; <i>Advanced Learner's Grammar</i>, Ex. 1–6, p. 104–111; Yule, G., <i>Oxford Practice Grammar</i>, Ex. 1–17, p. 56–68.</p>
<p>7. Modal verbs and their functions. Modal verbs <i>can, could, may, might, must, should, ought to</i> and expressions of ability, possibility, conclusions, suggestions, permission. Modality expressing the past: structures of modal verbs with the perfect infinitive. Verbs corresponding to modal verbs and those used to express the future tense. Changes in the level of formality of a statement depending on the modal verb. Expression of obligation and necessity using 'must', 'should', 'have to', 'ought to' and 'need to'. Differences and overlaps in the use of 'must' and 'have to'. Other ways of expressing obligation (specific verbs and adjectives). Expressing prohibition and criticism in the present and past. Expressing lack of necessity. Different views of grammar theoreticians on the functions and usage of 'didn't have to' and 'needn't have'. Expression of recommendations and advice. Changes in the degree of probability depending on the modal verbs used. The modality of 'shall' and "will". Intentions and refusals, commands and instructions. Hypothetical 'would'.</p>	5			10			15	16	<p>Analysis of lecture material and exercises. Literature to be studied Walker, E., Elsworth, S. <i>Grammar Practice for Upper Intermediate Students</i>, p. 70–81; Foley M., Hall, D. <i>Advanced Learner's Grammar</i>, p. 104–111; Yule, G., <i>Oxford Practice Grammar</i>, p.56–68. Exercises: <i>Grammar Practice for Upper Intermediate Students</i>, Ex. 23a–25, p. 70–81; <i>Advanced Learner's Grammar</i>, Ex. 1–6, p. 104–111; Yule, G., <i>Oxford Practice Grammar</i>, Ex. 1–17, p. 56–68.</p>
<p>8. Phrasal verbs and their meanings. Multi-word phrasal verbs. Structures with prepositions and adverbs. Transitive and intransitive phrasal verbs. Intransitive phrasal verbs and their structures with adverbs. Their usage in imperative</p>	6			11			17	17	<p>Analysis of lecture material and exercises. Literature to be studied Walker, E., Elsworth, S. <i>Grammar Practice</i></p>

structures. Transitive phrasal verbs with adverbs and direct objects. Changes in the meaning of verbs depending on whether it is used as a transitive or as an intransitive verb. Prepositional verbs. Phrasal prepositional verbs. Patterns of sentences with phrasal verbs. The usage and the meaning of phrasal verbs. Phrasal verbs in passive structures. Most common multi-word verbs and their usage in passive structures.									<i>for Upper Intermediate Students</i> , p. 81–83; Foley, Hall, D. <i>Advanced Learner’s Grammar</i> , p. 56–164; Vince, M. <i>Advanced Language Practice</i> , p.144–162. Exercises: <i>Grammar Practice for Upper Intermediate Students</i> , Ex. 26a–26c, p. 81–83; <i>Advanced Learner’s Grammar</i> , Ex.1–6, p. 156–164; Vince, M. <i>Advanced Language Practice</i> , Ex.1 –9, p.144–150, ex. 1–7, p. 51–156.
9. Preparation for the presentation of AI language analysis research project and its presentation. Preparation for the exam and interim assignments.		2					2	20	Study of grammar rules and constructions based on lecture material and review and analysis of exercises.
Total	42	2		84			128	152	

Assessment strategy	Weight %	Deadline	Assessment criteria
Tests (8x10)	80	After each topic	Each test consists of 25 open-ended and 25 closed-ended questions and is graded on a scale of 1 to 10: 10: Excellent knowledge and skills; 9: Very good knowledge and skills; 8: Good knowledge and skills; 7: Average knowledge and skills; 6: Satisfactory knowledge and skills; 5: Weak knowledge and skills; 0 – 4: Dissatisfactory knowledge and skills.
AI language analysis presentation	10	During semester	Presentation assessment criteria: Clarity and depth of the research question: the research question is well-defined, focused, and demonstrates deep understanding of the chosen topic. Conduct of the analysis: the analysis is conducted with precision, attention to detail, and adherence to established methodologies. Depth of analysis and interpretation: the analysis is thorough and insightful. Quality of presentation: the presentation is well-structured, engaging, and effectively conveys the research question, methodology, results, and conclusions. The presentation is evaluated as follows: 10: Excellent knowledge and skills; 9: Very good knowledge and skills; 8: Good knowledge and skills; 7: Average knowledge and skills; 6: Satisfactory knowledge and skills; 5: Weak knowledge and skills;

			0 – 4: Dissatisfactory knowledge and skills.
Examination	10	During the exam session	Written examination assessment: 10: Excellent knowledge and skills; 9: Very good knowledge and skills; 8: Good knowledge and skills; 7: Average knowledge and skills; 6: Satisfactory knowledge and skills; 5: Weak knowledge and skills; 0 – 4: Dissatisfactory knowledge and skills.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Foley, M., Hall, D.	2009	<i>Advanced Learner's Grammar</i>		Pearson
Murphy, R.	2023	<i>English Grammar in Use –advanced 4th ed.</i>		Cambridge
Yule, G.	2015	<i>Oxford Practice Grammar – advanced</i>		Oxford
Recommended reading				
Elbaum, S	2020	Grammar in Context 3, 6th ed.		National Geographic
Powell, D.	2008	<i>Grammar Practice: Upper–intermediate</i>		Longman
Thomson, A.J., Martinet, A. V.	2010	<i>A Practical English Grammar</i>		Oxford
Vince, M.	2007	<i>Advanced Language Practice</i>		Macmillan
Walker, E., Elsworth, S.	2000	<i>Grammar Practice for Upper Intermediate Students</i>		Longman