



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: lect. Jekaterina Šukalova Others: Doc., Dr. Anna Daugavet	Department of English Philology, Faculty of Philology

Study cycle	Type of the course unit (module)
Ist	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:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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
<p>At the end of the course, students acquire:</p> <ul style="list-style-type: none"> - 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. 	<p>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.</p>	<p><u>Accumulative evaluation:</u> midterm test, active participation, and final test.</p>

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction to the course content, assessment criteria and methods. The verb and its main functions. Morphological composition of the verb. Classification of verbs. Transitivity. Semantic types and grammatical categories of verbs.			6				6	7	<p>1. Reading of the assigned texts for the discussion of theoretical issues.</p> <p>Biber et al., 2021, <i>Grammar of Spoken and Written English</i>, pp. 356-380, 392-403, 426-448.</p>
2. Tense and aspect categories: formation, meaning, and usage. Tense-aspect morphology. Grammatical and lexical meanings of tense and aspect categories.			14				14	15	<p>1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i>, pp. 149-166.</p> <p>2) Leech, 2004, <i>Meaning and the English Verb</i>, pp. 5-71.</p>
3. Voice: Active and Passive. The formation and function of voice, relationship with other grammatical categories.			8				8	9	<p>1) Biber et al., 2003, <i>Longman Student Grammar of Spoken and Written English</i>, pp. 166-174.</p> <p>2) Freeborn, 1995, <i>A Course Book in English Grammar</i>, pp. 174-178.</p> <p>3) Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i>, 2016, pp. 1427-1436.</p>
4. Direct and indirect speech. Indirect statements, questions, commands and requests. Tense agreement.			8				8	7	<p>1) Leech, 2004, <i>Meaning and the English Verb</i>, Chapter 7.</p> <p>2) Downing & Locke, <i>English Grammar: A University Course</i>, pp. 299-309.</p> <p>3) Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i>, 2016, pp. 1023-1030.</p>
5. The conditional mood, types, forms and meanings. Conditionals in context.			8				8	7	<p>1) On inflectional mood in English: Leech, 2004. <i>Meaning and the English Verb</i>, pp. 119-125. (=Leech, 2013. <i>Meaning and the English Verb</i>, pp. 161-165), AND/OR Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i>, 2016, pp. 50, 52, 85-88, 148-151.</p> <p>2) OPTIONALLY on mood and modality: Huddleston & Pullum, 2016, pp. 172-175, in content clauses: Huddleston & Pullum, 2016, pp. 993-1004.</p> <p>3) On conditional clauses:</p>

									Yule, 1998, pp. 123–145, AND/OR Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i> , 2016, pp. 738–765.
6. Finite and non-finite forms of the verb. Types and functions of gerunds and participles. The infinitive: its formation, functions, and grammatical forms.			12				12	14	1) On finite vs non-finite verbs: Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i> , 2016, pp. 1173–1178. 2) On gerunds and participles: Huddleston & Pullum, 2016, pp. 1187–1193, 1220–1222 3) On infinitives and gerunds: Yule, 1998, pp. 211–228 AND/OR Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 686–713, 732–743 AND/OR Huddleston & Pullum, 2016, pp. 1194–1198, 1198–1200, 1201–1204, 1204–1206, 1240–1244.
7. The subject matter of syntax. Syntactic units. The sentence, the clause, and the phrase. Valency patterns of verbs.			8				8	7	1) On the subject matter of syntax and syntactic units: Biber et al., 2007, <i>LSGSWE</i> , pp. 37–54 (=Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 99–122) AND/OR Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i> , 2016, pp. 20–26, 44–50, 52–54, 59. 2) OPTIONALLY on constituency tests: Culicover, <i>Natural Language Syntax</i> , 2009, pp. 79–92. 3) On valency patterns: Biber et al., 2007, <i>LSGSWE</i> , pp. 119–123 (=Biber et al., 2021, <i>Grammar of Spoken and Written English</i> , pp. 380–392) AND/OR Huddleston & Pullum, <i>The Cambridge Grammar of the English Language</i> , 2016, pp. 215–219.
Total: 130			64				64	66	

Assessment strategy	Weight,%	Assessment criteria
Midterm test	30%	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. Active participation in discussions during seminars gives an additional 10% to the final grade.
Active participation in discussions	10%	

Final test	60%	<p>Content. The theoretical parts of each test (midterm/final/retake) check students' ability to define, compare and 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.</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, 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 June exam. Nevertheless, an alternative opportunity will be provided during the retake sessions scheduled for September. If a student does not attend the regular course sessions 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.</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> <p>Additional remarks:</p> <p>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 not covered due to student's poor preparation for seminars, etc.</p> <p>The lecturer reserves the right not to share slides and other materials used during the seminar. If a student is not able to arrive to a seminar, it is his/her responsibility to cover the topic individually.</p> <p>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.</p> <p>All comments in the classroom should only be confined to the materials being discussed.</p> <p>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.</p>
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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
Culicover, P. W.	2009	<i>Natural Language Syntax</i>		Oxford: OUP
Downing, A. & P. Locke	2006	<i>English Grammar: A University Course</i>		Routledge
Freeborn, D.	1995	<i>A Course Book in English Grammar</i>		London: Macmillan
Huddleston, R. & G.K. Pullum	2016	<i>The Cambridge Grammar of the English Language</i>		Cambridge: CUP
Leech, G.	2004, 2013	<i>Meaning and the English Verb</i>		Harlow: Pearson Educational
Yule, G.	1998	<i>Explaining English Grammar</i>		Oxford: OUP
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
Foley, M. & D. Hall	2009	<i>Longman Advanced Learners' Grammar</i>		Harlow: Pearson Education/Longman
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.	2009	<i>Oxford Practice Grammar: advanced with answers</i>		Oxford: OUP