



COURSE UNIT (MODULE) DESCRIPTION

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

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: assoc. prof. dr. Audronė Šolienė Other(s): assoc. prof. dr. Anna Ruskan	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	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: C1 level of English	Additional requirements (if any): No

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 purpose of the course is to develop students' linguistic competence and expand their practical and theoretical knowledge of English grammar. The course unit also aims to develop the following competences:</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. Responsibility: the ability to set goals and make plans, and take responsibility for them: <ol style="list-style-type: none"> 1.1. Will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; 1.2. 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: <ol style="list-style-type: none"> 2.1 Will be able to work in a team by setting common goals, sharing information, and looking for solutions together. 3. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking: <ol style="list-style-type: none"> 3.1. Will be able to identify problems and challenges in their own and related fields; 3.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions. 4. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself: <ol style="list-style-type: none"> 4.1. will be open to new ideas, strive to change, and be creative and innovative; 4.2. will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change. <p>Subject-specific competences:</p> <ol style="list-style-type: none"> 5. Essential knowledge and skills in linguistics: perception of language as a phenomenon and perception of linguistics as a scientific discipline: <ol style="list-style-type: none"> 5.1. 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; 5.2. will acquire knowledge of the main branches and methods of linguistics. 6. Understanding and analysis of the English language system at various levels: phonetics, morphology, syntax, semantics, etc.: <ol style="list-style-type: none"> 6.1. Will gain knowledge of the English language system; 6.2. 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. 7. Communication skills in English (C1-C2): listening, reading, speaking, writing, mediation: <ol style="list-style-type: none"> 7.1. 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;

- 7.2. will be able to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR).
8. **Competence of a researcher of language and literature:** the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice:
- 8.1. Will be able to identify a linguistic, literary, cultural or interdisciplinary problem and choose appropriate empirical material, research methods and bibliographic sources;
- 8.2. will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately apply philological research methods to investigate the selected research problem.
9. **Ability to apply philological knowledge and skills in practice within and outside the University:**
- 9.1. 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.;
- 9.2. will be able to use modern information technologies, data resources and research resources to conduct linguistic and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.).

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>After the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> Analyse and appropriately use different English syntactic structures at a more advanced level than in Grammar II; Identify different phrases and constituents; tell the difference between word categories and syntactic function as well as between modification and complementation. Identify different subcategories of the verb. Recognise different syntactic structures of English sentences and represent them in tree diagrams and rule notation; Identify finite and non-finite clauses; Analyse and demonstrate accurate use of complement, relative and adverbial clauses; Distinguish between clauses and non-clausal material; Use emphatic, fronted and inverted structures correctly; Self-evaluate their academic progress, as well as integrate the newly acquired knowledge and skills into the formerly built context of learning. 	<p>Seminars: group discussions, discussions in pairs, practical exercises, analytical reading and synthesizing</p>	<p>Final examination, which is split up into two parts: Test 1 (40 %) and Test 2 (40 %), participation (20%, each part 10%)</p>

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
Sentence structure: constituents. The notion of structure. Phrases and tests for identifying a phrase. Tree diagrams (Phrase-markers). Word categories and grammatical sentences.			2				2	2	<p>Reading of the assigned texts for the discussion of theoretical issues; Practical tasks for the development of grammar skills.</p> <p><u>Texts to read and analyse:</u> Burton-Roberts, N. 2011. <i>Analysing Sentences: An Introduction to Syntax</i>. London: Longman. 6-23. Thomas, L. 1993. <i>Beginning Syntax</i>. Blackwell Publishing. 2-20.</p>
Sentence structure: form and function. The subject and the predicate. Dependency and function.			2				2	2	<p><u>Texts to read and analyse:</u> Burton-Roberts, N. 2011. <i>Analysing Sentences: An</i></p>

Revision: the sentence and the clause. Clausal vs non-clausal material. Main and subordinate clauses. Simple, compound and complex sentences. Basic features of clauses. Central and peripheral clause elements. Elements outside the clause structure.			4				4	4	<p><u>Texts to read and analyse:</u> Carter, R. & McCarthy M. 2006. <i>Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage.</i> Cambridge: Cambridge University Press. 486-493. Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English.</i> London: Longman. 47-51.</p> <p><u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text.</i> Edinburgh: Edinburgh University Press. 210-218.</p>
Finite and non-finite clauses: realizations and syntactic functions.			2				2	2	<p><u>Texts to read and analyse:</u> van Gelderen, E. 2010. <i>An Introduction to the Grammar of English.</i> Amsterdam: John Benjamins. 132-134; 149-152.</p> <p><u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text.</i> Edinburgh: Edinburgh University Press. 209-210.</p>
Subjectless non-finite clauses; verbless clauses.			2				2	2	<p><u>Texts to read and analyse:</u> Huddleston, R. & G. K. Pullum. 2005. <i>A Student's Introduction to English Grammar.</i> Cambridge: Cambridge University Press. 206-209; 223. Hewings, M. 2009. <i>Grammar for CAE and Proficiency.</i> Cambridge: Cambridge University Press. 139-142.</p> <p><u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text.</i> Edinburgh: Edinburgh University Press. 71-72; 131-133.</p>
Complement clauses: controlling elements, complementisers, structural types and position. <i>That</i> -clauses. Mood and modality in <i>that</i> -clauses. <i>Wh</i> -clauses. Embedded interrogatives.			4				4	3	<p><u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English.</i> London: Longman. 308-328. Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English. Workbook.</i> London: Longman. 73-74; 76. Huddleston, R. & G. K. Pullum. 2005. <i>A Student's Introduction to English Grammar.</i> Cambridge:</p>

									Cambridge University Press. 175-182. Hewings, M. 2005. <i>Advanced Grammar in Use</i> . Cambridge: Cambridge University Press. 66-67; 78-79. <u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text</i> . Edinburgh: Edinburgh University Press. 114-119. 183-185.
Complement clauses: <i>to</i> -infinitive clauses.			2				2	2	<u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . London: Longman. 328-336; 338-339. Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . Workbook. London: Longman. 77-78.
Complement clauses: <i>ing</i> -clauses. The use of complement clauses in spoken discourse and in academic prose.			2				2	2	<u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . London: Longman. 344-348. Hewings, M. 2005. <i>Advanced Grammar in Use</i> . Cambridge: Cambridge University Press. 140-141. <u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text</i> . Edinburgh: Edinburgh University Press. 121-122.
Noun complement clauses. Differences between noun complement clauses and relative clauses.			4				4	2	<u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . London: Longman. 300-306. van Gelderen, E. 2010. <i>An Introduction to the Grammar of English</i> . Amsterdam: John Benjamins. 189-195. Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . Workbook. London: Longman. 66-68. Vince, M. & P. Sunderland. 2003. <i>Advanced Language Practice</i> . Macmillan. 111-117. Hewings, M. 2009. <i>Grammar for CAE and Proficiency</i> . Cambridge:

									Cambridge University Press. 112-116. <u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text</i> . Edinburgh: Edinburgh University Press. 187-190; 198-200.
Adverbial clauses			2				2	2	<u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . London: Longman. 373-382. <u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text</i> . Edinburgh: Edinburgh University Press. 38-44. Side, R. & G. Wellman. 1999. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i> . London: Longman. 101-103.
Information packaging in a clause: emphatic structures, fronting, inversion			6				6	4	<u>Texts to read and analyse:</u> Biber, D., Conrad, S. & G. Leech. 2002. <i>Longman Grammar of Spoken and Written English</i> . London: Longman. 400-411. Foley, M. & D. Hall. 2003. <i>Longman Advanced Learner's Grammar</i> . London: Longman. 320-327. Vince, M. & P. Sunderland. 2003. <i>Advanced Language Practice</i> . Macmillan. 78-84. Huddleston, R. & G. K. Pullum 2005. <i>A Student's Introduction to English Grammar</i> . Cambridge: Cambridge University Press. 251-254; 256-258. <u>Optional reading:</u> Brown, K. & J. Miller. 2016. <i>A Critical Account of English Syntax: Grammar, Meaning, Text</i> . Edinburgh: Edinburgh University Press. 50-55 63-64; 67-71; 75-80.
Consolidation and revision. Preparation for the written exam			8				8	10	Revision of the materials covered; additional tasks given in class.
Total			64				64	66	

Assessment strategy	Weight, %	Deadline	Assessment criteria
EXAM (split into two parts):	100 %		
• Test 1 (Part I of the course)	40 %	To be set during the examination session time	Ability to use correct grammatical terminology and produce grammatically correct structures and forms. Ability to understand and discuss the theoretical grammar points in question, providing

<ul style="list-style-type: none"> Test 2 (Part II of the course) 	40 %	To be set during the examination session time	<p>examples. The maximum evaluation of a test is 10 points, which are converted into the corresponding percentage.</p> <ul style="list-style-type: none"> Test 1 (Phrase Structure Grammar) consists of two parts: the theoretical part encompasses true-false statements (the students are asked to explain their choice) and is worth 20 points; the practical part includes exercises resembling the ones discussed during the seminars and is worth 80 points. Test 2 consists of several tasks: identification and analysis of different types of clauses (complement, adverbial, relative), their use in different registers (spoken, academic) as well as the use of emphatic structures and other sentence patterns with inverted word order. The total number of points is 100. <p>The two tests will be based on the homework texts and assignments completed in class. Questions discussed in class reinforce the students' knowledge of the theoretical and practical aspects of English grammar.</p> <p><u>Additional remarks:</u> Course instructors reserve the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus in order to facilitate the students' learning process and make up for missed seminars or topics which were not covered due to the students' poor preparation for seminars, etc.</p>
<ul style="list-style-type: none"> In-class participation 	20 % (10 % + 10 %)		Preparation for the in-class discussion of the theoretical issues under study, active participation and completion of assignments.

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., Conrad, S. & G. Leech	2002(a)	Longman Student Grammar of Spoken and Written English		London: Longman
Biber, D., Conrad, S. & G. Leech	2002(b)	Longman Student Grammar of Spoken and Written English. Workbook		London: Longman
Biber, D., Johansson, S., Leech, G., Conrad, S. & E. Finegan (eds.)	1999/2021 (2 nd ed.)	Longman Grammar of Spoken and Written English		London: Longman
Burton-Roberts, N.	2011	Analysing Sentences: An Introduction to Syntax		London: Longman
Carter, R. & M. McCarthy	2006	Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage.		Cambridge: CUP
Cruz-Ferreira, M. & S.A. Abraham	2011	The Language of Language. A Linguistic Course for Starters		Seattle, WA: CreateSpace
Foley, M. & D. Hall	2003	Longman Advanced Learner's Grammar		London: Longman
Hewings, M.	2005	Advanced Grammar in Use		Cambridge: CUP
Hewings, M.	2009	Grammar for CAE and Proficiency		Cambridge: CUP
Huddleston, R. & G. K. Pullum	2005	A Student's Introduction to English Grammar		Cambridge: CUP
Thomas, L.	1993	Beginning Syntax		Oxford UK & Cambridge USA: Blackwell Publishers
van Gelderen, E.	2010	An Introduction to the Grammar of English		Amsterdam: John Benjamins
Vince, M. & P. Sunderland	2003	Advanced Language Practice		Macmillan
Optional reading				
Brown, K. & J. Miller	2016	A Critical Account of English Syntax: Grammar, Meaning, Text		Edinburgh: Edinburgh University Press
Miller, J.	2002	An Introduction to English Syntax		Edinburgh: Edinburgh University Press
Side, R. & G. Wellman	1999	Grammar and Vocabulary for Cambridge Advanced and Proficiency		London: Longman
Tallerman, M.	2011	Understanding Syntax		London: Routledge

NOTES:

1. The module is divided into two parts:
 - a. Part I: Phrase Structure Grammar (teacher A. Šolienė).
 - b. Part II (teacher A. Ruskan).

Each part encompasses a separate evaluation (50 % + 50 %). **If a student fails one of the module parts, they automatically fail the whole module. The pass mark is 5. During the exam retake session (the first two weeks of the spring semester), a student has to retake the exam of the particular course part they failed. The assessment rules for the retake mark remain the same.**

<i>Attendance requirements</i>	Seminars are obligatory.
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The course description was updated on August 30, 2023.