



## Course Guidelines

<b>Course</b>	English Descriptive Grammar II		
<b>Area</b>	A2 (Scientific description of the English language)		
<b>Module</b>	A		
<b>Degree</b>	English Studies Degree		
<b>Program</b>	Degree: English Studies	<b>Code</b>	47148
<b>Teaching period</b>	2 <sup>nd</sup> semester	<b>Type</b>	Basic Formation
<b>Level</b>	Undergraduate	<b>Year</b>	1 <sup>st</sup> year
<b>ECTS Credits</b>	6		
<b>Language of instruction</b>	English		
<b>Professor</b>	Esther Álvarez de la Fuente		
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<b>Office hours</b>	Not available yet		
<b>Department</b>	English Philology		

### 1. Aim of the course

#### 1.1 Contextualization

*English Descriptive Grammar II* is the first course included in the area of the scientific description of the English language. It is taught in the first year of the English Studies Degree and it is focused on the basic structural properties associated with English and, particularly, with the verb phrase.

#### 1.2 Relationship with other areas

It is related to the courses belonging to both the A1 and the A2 areas (Scientific description of the English language). It is meant to expand students' knowledge about English grammar, which is a topic covered by other two courses of the English Studies Degree: *English Descriptive Grammar I* (first year, first semester) and *English Descriptive Grammar III* (second year, first semester).

#### 1.3 Prerequisites

It is recommended to have an English level equivalent to B1 in the Common European Framework of Reference for Languages.



## 2. Competences

### 2.1 General competences

- G1. Capacity to analyze and summarize basic concepts in the study of language
- G4. Capacity to understand basic theoretical concepts dealing with English grammar
- G9. Capacity to use some research tools and to collect necessary information to understand and analyze the basic grammatical properties of the English language

### 2.2 Specific competences

- E2. Capacity to communicate in oral and written English in academic and formal contexts
- E6. Capacity to understand how English language works
- E24. Capacity to perform a linguistic analysis of the properties of the English verb phrase

## 3. Main objective

This course is designed to provide students a description of the basic grammatical properties of the verb phrase in English, which will contribute effectively to their understanding of basic concepts related with the analysis of the English language.

## 4. Students' total workload

IN-CLASS ACTIVITIES	ECTS	OUT-OF-CLASS ACTIVITIES	ECTS
Lectures	1	Theoretical work	1
Practical tasks	1	Practice work	1
Seminars/Tutorials	0,25	Preparation and elaboration of tasks or exercises	1
Assessment	0,25	Exam preparation	0,5
<b>Total</b>	<b>2,5</b>	<b>Total</b>	<b>3,5</b>



## 5. Topics

### Topic 1: INTRODUCTION

Workload (ECTS credits):

#### a. Contextualization and justification

This topic deals with the main basic concepts about grammatical categories and structures in English, which will be necessary for the understanding of further content.

#### b. Objectives

The main objective of this topic is to provide the students a basic knowledge about some important grammatical concepts.

#### c. Content

Basic notions for the study of English grammar: categories and constituents. Different terminology in English and Spanish.

#### d. Methodology

The contents will be presented through theoretical and practical lectures, and a seminar at the end of the topic.

#### e. Work plan

Theoretical lectures will be followed by practical tasks which will be corrected in class and so students will be in charge of providing or discussing the answers through active participation.

#### f. Assessment

A compulsory assignment together with an active participation in class will be part of the students' continuous evaluation.

#### g. Basic bibliography

- Aarts, B. 2011. *Oxford modern English grammar*. Oxford: OUP.
- Conrad, S., D. Biber & G. Leech. 2002. *Student grammar of spoken and written English workbook*. London: Longman.
- Cowan, R. 2008. *The teacher's grammar of English. A course book and reference guide*. Cambridge: C.U.P.
- Delahunty, G.P. & Garvey, J.J. 2010. *The English language: from sound to sense. Perspectives on writing*. The WAC Clearinghouse and Parlor Press.
- Depraetere, I. & Langford, C. 2012. *Advanced English grammar. A linguistic approach*. New York: Bloomsbury.
- Lobeck, A. & K. Denham. 2014. *Navigating English grammar. A guide to analyzing real language*. M.A.: Willey-Blackwell.
- Newson, M. et al. 2006. *Basic English syntax with exercises*. Bölcsész Konzorcium, ELTE.
- Ouhalla, J. 1999. *Transformational grammar. From principles and parameters to minimalism*. London: Arnold.
- Santorini, B. and Kroch, A. 2007. *The syntax of natural language: An online introduction using the Trees program*.
- Van Gelderen, E. 2010. *An introduction to the grammar of English*. Amsterdam: John Benjamins.

#### i. Necessary resources

Access to Internet and UVa e-campus (Moodle platform)



## Topic 2: THE VERB PHRASE: TYPOLOGY OF VERBS

Workload (ECTS credits):

### a. Contextualization and justification

The topic focuses on different English verb types and the basic sentence patterns associated with them.

### b. Objectives

To learn about the basic properties of the basic English verb types and the nature of their complementation.

### c. Content

The content is focused on the English verb typology and the functions associated with the verb phrase.

### d. Methodology

As in Topic 1 above.

### e. Work plan

As in Topic 1 above.

### f. Assessment

As in Topic 1 above.

### g. Basic bibliography

Biber, D. et al. 1999. *Grammar of Spoken and Written English*. London: Longman.

Garrudo, F. 1991. *Diccionario sintáctico del verbo inglés*. Barcelona: Ariel.

Huddleston, R. & G.K. Pullum. 2005. *A Student's Introduction to English Grammar*. Cambridge: C.U.P.

Quirk et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

### h. Complementary bibliography

Dekeyser, X., B. Devriendt, G.A.J. Tops & S. Geukens. 2011. *Foundations of English grammar. For university students and advanced learners*. Leuven: Acco.

Downing, A. & P. Locke. 1992. *A university course in English grammar*. London: Prentice Hall International.

Hasselgård, H. 2010. *Adjuncts Adverbials in English*. Cambridge: C.U.P.

Hoffman, T. 2007. "Complements versus adjuncts: A Construction Grammar approach of English prepositional phrases". *Occasional Papers in Language and Linguistics* (University of Nairobi) 3: 92-119.

Huddleston, R. 1978. *Introduction to the grammar of English*. Cambridge: C.U.P.

Huddleston, R. 1988. *English Grammar. An Outline*. Cambridge: C.U.P.

Huddleston, R. & G.K. Pullum. 2005. *A student introduction to English grammar*. Cambridge: C.U.P.

van Nopen, J-P. 2000. "Prepositional What? A Little Terminological Nit-Picking". Schmatz, E. and J.-P. van Noppen (eds.), *S'en Sortir: Hommage à Roger Goffin. Equivalences 27/2 et 28/1*: 181-192.

Pérez-Guerra, J. 2003. "Revisiting English secondary predicates: can the window be opened wider?" *Studia linguistica* 57 (3): 259-286.

Quirk, R. & S. Greenbaum. 1974. *A university grammar of English*. London: Longman.

### i. Necessary resources

As in topic 1 above.



### Topic 3: THE VERB PHRASE: STRUCTURE

Workload (ECTS credits):

#### a. Contextualization and justification

The topic is meant to analyse the verb phrase structure, focusing on auxiliary verbs.

#### b. Objectives

To understand the basic types of verbs (lexical and auxiliary) and the analysis of their properties at the level of the sentence.

#### c. Content

The content is focused on the properties of lexical and auxiliary verbs in English. A contrast with Spanish verbs is also discussed.

#### d. Methodology

As in topic 1 above.

#### e. Work plan

As in topic 1 above.

#### f. Assessment

As in topic 1 above.

#### g. Basic bibliography

Aarts, B., & C.F. Meyer. 1995. *The verb in contemporary English. Theory and description*. Cambridge: C.U.P.  
Leech, G. 1987. *Meaning and the English verb*. London: Longman.  
Palmer, F.R. 1988. *The English verb*. London: Longman  
Quirk, R. & S. Greenbaum, 1973. *A University Grammar of English*. Longman

#### h. Complementary bibliography

Declerck, R. 2006. *The grammar of the English verb phrase*. Vol. 1: The grammar of the English tense system. A comprehensive analysis. Berlin: Mouton de Gruyter.  
Depraetere, I. & S. Reed. 2011. "Towards a more explicit taxonomy of root possibility". *English language and linguistics* 15.1: 1-29.  
Haegeman, L. & J. Guéron. 1999. *English grammar. A generative perspective*. Oxford: Blackwell.  
Leech, G. 1987. *Meaning and the English verb*. London: Longman.  
Lewis, M. 2002. *The English verb. An exploration of structure and meaning*. Boston, MA: Thomson Heinle.  
Marín-Arrese, J.I., M. Carretero, J. Arús Hita & J. van der Auwera (Eds.). 2013. *English modality. Core, periphery and evidentiality*. Berlin: Mouton de Gruyter.  
Newson, M. et al. 2006. *Basic English syntax with exercises*.  
Ouhalla, J. 1999. *Transformational grammar. From principles and parameters to minimalism*. London: Arnold.  
Palmer, F. 1986. *Mood and modality*. Cambridge: C.U.P.  
Quereda Rodríguez-Navarro, L. 1997. *A morphosyntactic study of the English verb phrase*. Granada: Editorial Universidad de Granada.  
Santorini, B. & Kroch, A. 2007. *The syntax of natural language: An online introduction using the trees program*.  
Yadurajan, K.S. 2014. *Modern English grammar. Structure, meanings, and usage*. Oxford: OUP.

#### i. Necessary resources

As in topic 1 above.





## Topic 4: THE VERB PHRASE: INFLECTION

Workload (ECTS credits):

### a. Contextualization and justification

The topic is meant to analyse different grammatical aspects associated with verbal inflection in English.

### b. Objectives

To learn how to identify and solve the difficulties that result from the analysis of verbs taking into account inflection.

### c. Content

The content is focused on the following grammatical aspects: tense, aspect and modality.

### d. Methodology

As in topic 1 above.

### e. Work plan

As in topic 1 above.

### f. Assessment

As in topic 1 above.

### g. Basic bibliography

Biber, D. et al. 1999. *Grammar of Spoken and Written English*. London: Longman.  
Huddleston, R. & G.K. Pullum. 2002. *The Cambridge Grammar of the English Language*. Cambridge: C.U.P.  
Quirk, R. & S. Greenbaum. 1974. *A university grammar of English*. London: Longman.  
Quirk et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

### h. Complementary bibliography

Aarts, B & C.F. Meyer. 1995. *The Verb in Contemporary English. Theory and description*. Cambridge: C.U.P.  
Leech, G. 1987. *Meaning and the English verb*. London: Longman.  
Palmer, F.R. 1988. *The English verb*. Londres: Longman.  
Palmer, F.R. 1986. *Mood and modality*. Cambridge: C.U.P.  
Quereda Rodríguez-Navarro, L. 1997. *A morphosyntactic study of the English Verb Phrase*. Granada: Editorial Universidad de Granada.

### i. Necessary resources

As in topic 1 above.



## 6. Chronogram

TOPIC	ECTS CREDITS	TIME-FRAME
I – INTRODUCTION	1	1 <sup>st</sup> -2 <sup>nd</sup> weeks
II – THE VERB PHRASE: TYPOLOGY OF VERBS	1,5	3 <sup>rd</sup> -6 <sup>th</sup> weeks
III – THE VERB PHRASE: STRUCTURE	1,5	7 <sup>th</sup> -10 <sup>th</sup> weeks
IV – THE VERB PHRASE: INFLECTION	2	11 <sup>st</sup> -15 <sup>th</sup> weeks

## 7. General methodology and assessment

PROCEDURE	%	OBSERVATIONS
Assignments	25%	Assignments will include practical exercises, which will be done individually or in groups. In order to carry them out, the students will be required to be present in the classroom the date the assignments are due (the dates will be set up from the beginning of the course and will be posted in Moodle when the course opens). The grade corresponding to these assignments will be added to the 1 <sup>st</sup> and 2 <sup>nd</sup> (calls) final exams.
Active participation in class	5%	Active participation will be assessed on the students' capacity to provide reasoned arguments and to solve exercises in the classroom. The grade corresponding to active participation will be added to the 1 <sup>st</sup> and the 2 <sup>nd</sup> (calls) final exam.
Final exam	70%	The written final exam will include issues discussed during the lectures and the practical tasks.

\*The students enrolled in the *Fin de Carrera call* will be assessed in terms of the final exam only (100%). Tutorials will be available for these students as well.

## 8. Final considerations

Seminars will be based on individual and group-work sessions.