

### Course Syllabus

<b>Course: English Grammar IV</b>	<b>Requisites: LM-1351, LM-1352, LM-0354 or LM-1353</b>
<b>Code : LM-0355</b>	<b>Correquisites: None</b>
<b>Credits: 2</b>	<b>Cycle : VI</b>
<b>Class time: 3 hours in-class work, 3 hours out-of-class work</b>	<b>Type : Mixed</b>
<b>Level: Third year</b>	<b>Modality: Face-to-face</b>

#### I. Description

The English Grammar IV course is for third-year students of English as a foreign language. It combines both traditional descriptive grammar with principles of functional grammar to show how English sentences are constructed taking into account patterns that form units of meaning. This course has to do with the formal study of the English syntax, and it pays special attention to the variety of structures that make up complex sentences in various contexts. The goal of the course is to improve students' understanding of English grammar and their ability to select certain syntactic patterns in both oral and written communication. The principles of *focus on form* are used to show the students different grammatical points that are important in discourse in different contexts. This course is taught face-to-face on-campus. The university platform "Mediación Virtual" will be used to share relevant information and material with students, and it may be used to complete some evaluations on campus.

#### II. Objectives

##### General

At the end of the course, the students will be able to talk about the elements that make a sentence grammatical and appropriate following the principles of syntactic argumentation and analyzing the elements that constitute a sentence (e.g. subjects, verbs and complements).

##### Specific

At the end of the course, the students will be able to

- A. Apply syntactic argumentation to the analysis of a variety of elements of English syntax to determine the correct verb according to its meaning and syntactic category.
- B. Use stative verbs and causative verbs in simple and complex sentences correctly.

- C. Use phrasal, prepositional and phrasal prepositional verbs according to their syntactic category (transitive and intransitive) and semantics (compositional, semi-compositional, and non-compositional) correctly.
- D. Produce complex sentences using various clauses, phrases and sentence patterns correctly.
- E. Produce complex sentences according to the transformations of sentence patterns correctly.
- F. Write a short text on a current event using copulative, transitive, stative, causative, phrasal, prepositional, and phrasal prepositional verbs correctly.

### III. Contents

1. Types of verbs: copulative, transitive, intransitive, ditransitive and complex transitive 2.

Stative verbs and causative verbs

3. Phrasal verbs, prepositional verbs, and phrasal prepositional verbs

- a) Phrasal verbs: separable and non-separable
- b) Phrasal verbs: transitive and intransitive
- c) Semantic categories of phrasal verbs

4. The ten basic sentence patterns

5. Transformations of sentence patterns

- a) The transformation of interrogative sentences
- b) The transformation of imperative sentences
- c) The transformation of exclamatory sentences
- d) The transformation of cleft sentences and expletives
- e) Fronting and emphasis of adverbial structures

### IV. Methodology

Classes will consist of face-to-face on-campus sessions. The methodology is based on the presentation of contents by the instructor and their discussion in classes. Discussions may be carried out in pairs or small groups so that the students later share their answers with the rest of the class, or as a whole class. The students will complete structured lessons in which they will study the theory and solve exercises. To develop the class coherently and as part of their homework, the students are expected to study and read before each class so that they are ready to participate actively and to do the assigned exercises. The students have to participate actively in the discussion of the subject matter and in the solution to exercises.

The students will be given different texts and assignments that will help them understand the structures in different contexts of the written and oral discourses. They will also be asked to show their understanding of the studied subject matter in the production of text. The students are responsible for getting the course material and for doing the assigned exercises. *Mediación Virtual* may be used to upload materials, homework assignments, evaluation announcements, and additional exercises. It may also be used to complete some evaluations on campus. It is recommended that the students get a good monolingual English dictionary.

## V. Evaluation

Quizzes (minimum 3) 30%  
Exam 1 30%  
Exam 2 30%  
Project 10%

Quizzes and exams will be administered **face-to-face** and on campus during class time.  
Project description: The students will work in groups (the number of students will be decided by the instructor) to generate a product based on the course contents. The project will be a written text about a current event. The instructor will hand in an evaluation scale and the guidelines for the project accordingly.

### Evaluation notes:

1. If a student is absent to a test or quiz, he or she must send the corresponding document(s) to his or her instructor, who will decide if the make-up of the test or quiz is viable based on *artículo 24 del Reglamento de Régimen Académico Estudiantil*.
2. Instructors have ten (**10**) working days to hand in any test or graded assignment according to article 22 of *Régimen Académico Estudiantil*.

## VI. Bibliography

The course packet of the course includes extracts from the following authors:

Kolln, M. & Funk, R. (2012). *Understanding English Grammar* (9<sup>th</sup> Ed.). Longman.

Kolln, M. & Funk, R. (2012). *Exercises for Understanding English Grammar* (9<sup>th</sup> Ed.). Longman.

Foley, M. & Hall, D. (2008). *Advanced Learners' Grammar: A Self-study Reference & Practice Book with Answers*. Longman.

Frodesen, J. & Eyring J. (2000). *Grammar Dimensions 4* (Platinum Ed.). Heinle & Heinle.

Thewlis, S. (2000). *Grammar Dimensions 3* (Platinum Ed.). Heinle & Heinle.

Downing, A. & Locke, P. (2006). *English Grammar: A University Course*. Routledge.

Lester, M. (2012). *English Verb Tenses Up Close*. McGraw-Hill.

Liu, D. & Myers, D. (2018). The most-common phrasal verbs with their key meanings for spoken and academic written English: A corpus analysis. *Language Teaching Research*, 24(3), 403-424. <https://doi.org/10.1177/1362168818798384>

### Additional references:

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book* (2<sup>nd</sup> Ed.). Heinle & Heinle.

Maurer, J. (2000). *Focus on Grammar*. Addison Wesley Longman.

Workman, G. (1996). *Making Headway: Phrasal Verbs and Idioms, Advanced*. Oxford University Press

## VII. Tentative timetable

WEEK	DATE	ACTIVITIES AND CONTENTS
1	March 09–13	Introduction to the course Types of verbs: copulative, transitive, intransitive, ditransitive, and complex transitive
2	March 16–20	Types of verbs: copulative, transitive, intransitive, ditransitive, and complex transitive
3	March 23–27	Stative verbs and causative verbs <b>Quiz 1:</b> <i>Types of verbs: copulative, transitive, intransitive, ditransitive and complex transitive</i>
-	March 30–April 03	Easter (No class)
4	April 06–10	Stative verbs and causative verbs
5	April 13–17	Phrasal, prepositional, and phrasal prepositional verbs
6	April 20–24	Phrasal, prepositional, and phrasal prepositional verbs
7	April 27–May 01	Phrasal, prepositional, and phrasal prepositional verbs  <b>Quiz 2:</b> <i>Stative verbs and causative verbs, phrasal, prepositional, and phrasal prepositional verbs</i>  <b>Project is assigned.</b>
8	May 04–08	Basic sentence patterns
9	May 11–15	<b>Exam 1</b>
10	May 18–22	Basic sentence patterns

11	May 25–29	Transformation of interrogative, imperative and exclamatory sentences
12	June 01–05	Transformation of cleft sentences and expletives  <b>Quiz 3:</b> <i>Basic sentence patterns, Transformation of interrogative, imperative and exclamatory sentences</i>  <b>Project is collected.</b>
13	June 08–12	Transformation of cleft sentences and expletives
14	June 15–19	Fronting and emphasis of adverbial structures
15	June 22–26	Fronting and emphasis of adverbial structures
16	June 29–July 03	<b>Exam 2</b>
<b>July 03</b>		<b>Final grades</b>
<b>Monday, July 13</b>		<b>Hour:</b> 13:00 <b>Room:</b> To be announced <b>Make-up exam:</b> This will be an in-person on-campus evaluation.