



**Universitat de les  
Illes Balears**

Facultat de Filosofia  
i Lletres

**NOM DE L'ASSIGNATURA (GRAMÀTICA ANGLESA I)**

**Codi: 4897. Curs 2009-2010**

**ESTUDIS :** Filologia Anglesa

**DURADA :** Anual

**NOMBRE DE CRÈDITS:** 6 de teòrics / 3 de pràctics

**PREREQUISITS PER CURSAR L'ASSIGNATURA :** No hi ha prerequisits

**PARTICIPACIÓ DE L'ASSIGNATURA EN ELS ESQUEMES DE :**

- Avaluació contínua
- Projecte pilot d'implantació del sistema de crèdits europeus
- Campus Extens

**IDIOMA EN QUÈ S'IMPARTEIX L'ASSIGNATURA:** Anglès

**IDENTIFICACIÓ DEL PROFESSOR**

**Professor/a:** Marian Amengual Pizarro

**Edifici:** Beatriu de Pinós

**Despatx:** nº 7

**Telèfon:** 971 17 23 13

**E-mail:** marian.amengual@uib.es

**Tutories:**

**1er Quadrimestre:** dilluns de 13 a 14h; dimarts de 13 a 14h i dijous de 10 a 13h.

**2ºn Quadrimestre:** dilluns de 10 a 11h i dimecres de 10 a 14h.

## **1. BRIEF DESCRIPTION OF THE CONTENT**

This course takes a functional approach to grammar. By stressing the meaningful functions of grammatical forms and structures it offers a description of English sentences which will serve as a basis for the analysis and interpretation of whole texts.

This course assumes an intermediate standard of knowledge and operational ability in English.

## **2. GENERAL OBJECTIVES**

### **2.1. Theoretical credits**

- To develop and extend students' knowledge of English grammar in order to improve their control and understanding of language use in context.
- To help students acquire a global vision of English, rather than concentrate on unrelated areas.
- To see grammar as providing a means of understanding the relation of form to meaning and meaning to situation.

- To introduce some basic terminology within a functional approach to grammar.

## 2.2. Practice credits

- To extend students' knowledge of English grammar through exploration and analysis.
- To discover aspects of English functional grammar by students themselves.
- To give students confidence and reassurance with respect to their knowledge of English grammar.
- To encourage students to research how language is used in different contexts.
- To show students how functional grammar acts to enable them to encode their purposeful messages appropriately in texts.

## 3. CONTENTS OF THE COURSE

### 3.1. Theoretical credits

#### 3.1.1. INTRODUCTION: BASIC CONCEPTS

Grammar and the study of language and meaning; linguistic forms and syntactic functions: expanding linguistic units

A functional grammar: Introduction to clause structure

Syntactic elements and structures of the clause; subject and predicator; direct, indirect and prepositional objects; subject, object and predicator complements; adjunct, disjunct and conjunct; complementation of the verb.

#### 3.1.2. CLAUSE AS REPRESENTATION

Processes, participants and circumstances; material processes: processes of doing and causing; mental processes: processes of sensing; relational processes: processes of being and becoming; other process types: processes of saying and existing; circumstantial elements; other subsidiary participants: range and instrument; grammatical metaphor.

#### 3.1.3. CLAUSE AS MESSAGE: THEMATIC AND INFORMATION STRUCTURES OF THE CLAUSE

Theme and Rheme; Information focus; syntactic strategies in assigning focus

#### 3.1.4. CLAUSE AS EXCHANGE: MOOD STRUCTURES OF THE CLAUSE

Syntactic moods and illocutionary acts; assertion and non-assertion; interrogative, exclamative, imperative clauses and illocutionary acts.

#### 3.1.5. EXPANDING AND PROJECTING THE MESSAGE: THE CLAUSE COMPLEX

Clause complex and sentence; types of relationship between clauses; elaborating, extending and enhancing the message; projecting the message

### 3.2. Practice credits

The contents of this section will be explored through varied practice tasks which both exemplify the grammatical description and provide authentic texts for further analysis.

## 4. METHODOLOGY AND TASKS

#### 4.1. Theoretical credits

- Discussion of general issues about English grammar.
- Active sharing and exchanging of information within the classroom group.

#### Practice credits

- Oral presentations
- Analysis of authentic texts
- Learning and working in groups
- *Learning-by-doing* tasks.

### 5. METHODS OF ASSESSMENT

There will be two examinations: one at the end of the first semester (in February), in which students will be assessed on the topics covered in the first part of the course, and another at the end of the course (in June) concerning the topics covered in the second part.

The exam at the end of the first semester (February) is considered to be final for those students who obtain pass marks, and therefore they will only have to sit the exam for the second part of the course in June. On the contrary, those students who fail the February exam will have to sit the final exam in June.

The final grade will be based on the following:

Home assignments\* and class participation: 30%

Final Examination: 70%

\*The assignments will be specified during the course by the instructor. Since any homework assigned and handed in will be graded and will count as part of the final grade, students will be given a 0 if they fail to submit the assignment in due time.

### 6. OBSERVATIONS AND COMMENTS

**Only those students who have handed in the home assignments will be allowed to take the final exam in June.** However, students **must** pass the final exam to pass the course.

### 7. BIBLIOGRAPHY

#### 7.1. Basic bibliography

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

Halliday, M.A.K. (1994, 2000): *An Introduction to Functional Grammar*. London: Arnold.

Quirk et al. 2000: *A Comprehensive Grammar of the English Language*. London: Longman.

Parrot, M. 2000. *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.

## 7.2. Recommended textbooks

- Alexander, L.R. (1988, 1991 6<sup>th</sup> ed.): *Longman English Grammar*. London: Longman.
- Alexander, L.G. 1994: *Right Word, Wrong Word*. London: Longman.
- Blundell, J. et al. 1992: *Function in English*. London: Longman.
- Brown, G. & Yule, G. 1983: *Discourse Analysis*. Cambridge: Cambridge University Press.
- Carter, R., Hughes, R & MacCarthy, M. 2000. *Exploring Grammar in Context*. Cambridge: Cambridge University Press.
- Carter, R. & MacCarthy, M. 2006. *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge: Cambridge University Press.
- Crystal, D. 2004. *Rediscover Grammar*. London: Longman.
- Downing, A. & Locke, P. 2002: *A University Course in English Grammar*. London: Routledge.
- Doff, A. et al. *Language in Use*. Cambridge: Cambridge University Press.
- Egins, S. 1994: *An Introduction to Systemic Functional Linguistics*. London: Pinter.
- Foley, M. & Hall, D. 2003: *Advanced Learner's Grammar*. London: Longman.
- Halliday, M.A.K. & Hasan, R. 1976: *Cohesion in English*. London: Longman.
- Hasan, R. & fries, P.H. 1995 (eds.): *On Subject and Theme. A Discourse Functional Perspective*. Amsterdam/Philadelphia: John Benjamins.
- Hashemi, L & Murphy, R. 2000: *English Grammar in Use. Supplementary Exercises: with answers*. Cambridge: Cambridge University Press.
- Huddleston, R. & Pullum, G. 2002: *The Cambridge Grammar of the English Language*. Cambridge, UK: Cambridge University Press.
- Leech, G. Svartivik, J. 1978: *A Communicative Grammar of English*. London: Longman.
- Martín Miguel, F. 1998: *La gramática de Halliday desde la filosofía de la ciencia*. Almería: Servicio de Publicaciones de la Universidad.
- Raimes, A. 2004 (3rd ed.): *Grammar Troublespots*. Cambridge: Cambridge University Press.
- Schiffrin, D. 1994: *Approaches to Discourse*. Oxford: Basil Blackwell.
- Smalzer, W. 2005 (2<sup>nd</sup> ed.): *Write to be Read*. Cambridge: Cambridge University Press.
- Swan M. (1980, 1995 2<sup>nd</sup> ed.): *Practical English Usage*. Oxford: Oxford University Press.
- Side, R. & Wellman, G. 2002: *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. London: Longman.
- Sinclair, J. 2005. *English Grammar*. Collins: Cobuild.
- Scrivener, J. 2003. *Teaching Grammar*. Oxford: Oxford University Press.
- Swan, M. 2000. *Practical English Usage*. Oxford: Oxford University Press.
- Thomson, G. 1996: *Introducing Functional Grammar*. London: Arnold.
- Vince, M. 1994: *Advanced Language Practice*. London: Heinemann.

