

English: Grammar B (A703032)

Course size *(nominal values; actual values may depend on programme)*

Credits 4.0 **Study time** 120 h

Course offerings and teaching methods in academic year 2023-2024

A (semester 2) Dutch, English Gent seminar
independent work

Lecturers in academic year 2023-2024

Buelens, Liisa	LW06	staff member
Planckaert, Niels	LW22	staff member
De Clerck, Bernard	LW22	lecturer-in-charge

Offered in the following programmes in 2023-2024

	crdts	offering
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, French)	4	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, German)	4	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Italian)	4	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Russian)	4	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Spanish)	4	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Turkish)	4	A
Exchange Programme Applied Language Studies	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, French)	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, German)	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Italian)	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Russian)	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Spanish)	4	A
Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Turkish)	4	A

Teaching languages

Dutch, English

Keywords

Foreign Language Teaching, English Linguistics, Grammar

Position of the course

The study unit "English Grammar B" (E15B) forms part of the course, because knowledge of grammar is an essential aspect of learning a foreign language. Along with "English: Grammar A"(E15A), it is taught in the first Bachelor year as a solid foundation for the other English study units in the same year and the rest of the programme with a view to maintaining the course's horizontal and vertical coherence. The study unit seeks to further extend the knowledge of the verb phrase and the Basics component, following on from the study unit "English: Grammar A". In addition, attention is paid to conditionals, passives, causative constructions and complex Noun phrases. Students get an introduction to corpus research with an assignment and a reading assignment on linguistic phenomena.

Exchange students may take up this course unit, for which no prior knowledge of Dutch is required.

Contents

The study unit "English Grammar B" (E15B) covers those topics in the discussion on the Verb Phrase that were not yet discussed in "English: Grammar A", i.e. the future, the passive voice, the conditional and causatives. E15B also elaborates on the components covered in Basics, with specific attention being paid to complex NPs. Aspects of grammar are also further explored via a reading assignment and corpus research tasks that focuses on language varieties, language variation and lexico-grammar.

Initial competences

Students should have a B1/B2 level of English according to the common European framework.

Final competences

- 1 Having a basic command of English grammar rules with regard to morphology and the expression of present, past and future time in English. [B12; assessed]
- 2 Having a basic command of English grammar rules with regard the formation and use of passive, conditional and causative structures. [B12; assessed]
- 3 Recognising and interpreting English syntactic structures with special attention to contrastive comparison with the Dutch language. [B13; assessed]
- 4 Having a strong language awareness. [B31; not assessed]
- 5 Critically reflecting on their own thinking, learning, decisions and actions. [B33; not assessed]
- 6 Displaying intellectual curiosity and a lifelong learning attitude. [B34; not assessed]
- 7 Recognising and interpreting language variation in the English language, especially with regard to grammatical aspects. [B13; assessed]
- 8 Answering exam questions in correct English. [B63; assessed]

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Seminar, independent work

Extra information on the teaching methods

Seminar: on the basis of this interactive teaching method students acquire and apply the basic grammar rules of English based on examples and exercises. Seminars include fill-out exercises, complemented with translation exercises which underscore the differences between English and Dutch. Students work in teams and confer with each other. Answers are systematically explained and linked to the theory. Students also need to justify their answers by using the metalanguage that is offered.

Self-reliant study activities: a set of exercises which need to be prepared in advance, followed by general and individual feedback.

Students also submit online assignments with examples of grammatical phenomena. In addition, students also get a reading and corpus assignment on grammatical topics related to the contents of the course. Intermediary feedback is provided. Topics covered in the assignment are integrated in the exam.

Learning materials and price

Books:

- Swan, Michael. Practical English Usage [latest edition]. Oxford University Press
- Longman Dictionary of Contemporary English (latest edition). London: Longman.

These are excellent reference books, but they are not systematically integrated in the course itself.

Course material:

- Syllabus English Grammar E1SB theory + exercises

Learning platform:

- Online exercises

Other:

- Handouts

Recordings available upon request

References

Biber, Douglas et al. (1999), Longman Grammar of Spoken and Written English. London: Longman.

Biber, Douglas et al. (2002), Longman Student Grammar of Spoken and Written English. London: Longman.

Huddleston, Rodney and Geoffrey K. Pullum, eds. (2002), The Cambridge Grammar of the English Language. Cambridge: CUP.

Huddleston, Rodney and Geoffrey K. Pullum (2005), A Student's Introduction to English Grammar. Cambridge: CUP.

Students select two papers from the list below and prepare questions for the exam.

Dimitrinka Atanasova & Nelya Kotevko (2017): Metaphors in Guardian. Online and Mail Online Opinion-page Content on Climate Change: War, Religion, and Politics, *Environmental Communication* 11,4: 452-469.

Stephen J. Flusberg, Teenie Matlock & Paul H. Thibodeau (2017) Metaphors for the War (or Race) against Climate Change, *Environmental Communication*, 11:6, 769-783, DOI: 10.1080/17524032.2017.1289111

Mangat, R and Dalby, S. (2018). Climate and wartalk: Metaphors, imagination, transformation. *Elem Sci Anth*, 6: 58. DOI: <https://doi.org/10.1525/elementa.313>

Taylor, C. (2021). Metaphors of migration over time. *Discourse & Society*, 32(4), 463–481. <https://doi.org/10.1177/0957926521992156>

Hauser DJ, Schwarz N. 2015. The war on prevention: bellicose cancer metaphors hurt (some) prevention intentions. *Pers Soc Psychol Bull*. 2015 Jan;41(1):66-77. doi: 10.1177/0146167214557006. Epub 2014 Oct 28. PMID: 25352114.

Hauser DJ, Schwarz N. The War on Prevention II: Battle Metaphors Undermine Cancer Treatment and Prevention and Do Not Increase Vigilance. *Health Commun*. 2020 Nov;35(13):1698-1704. doi: 10.1080/10410236.2019.1663465. Epub 2019 Sep 9. PMID: 31496298.

Schnepf, Julia & Ursula Christmann (2021). "It's a war! It's a battle! It's a fight!": Do militaristic metaphors increase people's threat perceptions and support for COVID-19 policies? *International Journal of Psychology* 57, 1: 107-126

These references may change, depending on the reading assignment.

Course content-related study coaching

Students can take a diagnostic test at the start of the semester on the basis of which they can assess their level. Feedback is provided. They also have access to extra sets of exercises on the learning platform which are aimed at remedying possible lags.

Compulsory exercises in class

Extra exercises via the Ufora learning platform

Individual feedback during office hours or by appointment

Evaluation methods

end-of-term assessment

Examination methods in case of periodic evaluation during the first examination period

Written assessment

Examination methods in case of periodic evaluation during the second examination period

Written assessment

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Written exam (100%). Fill in the gaps, translations, students are also expected to be able to motivate their choices, assessment of reading and corpus assignment

Calculation of the examination mark

See heading 'explanatory note to the evaluation methods'

Facilities for Working Students

It is possible to be exempted from class attendance.

It is possible to take the exam at a different moment throughout the academic year.

It is possible to get feedback by appointment during/after office hours.

Students with a special status, please consult: [https://www.ugent.](https://www.ugent.be/prospect/en/administration/application/special-status)

[be/prospect/en/administration/application/special-status](https://www.ugent.be/prospect/en/administration/application/special-status)

Addendum

EISB