



UNIVERSIDAD DE JAÉN

FACULTAD DE HUMANIDADES Y CC. EDUCACIÓN

Departamento de Filología Inglesa

*Licenciado en Filología Inglesa y Diplomado en Turismo
(Planes 2000 y 2002)*

PROGRAMA DE LA ASIGNATURA: GRAMÁTICA INGLESA

CARÁCTER :	Troncal	CRÉDITOS TEÓRICOS:	7.5	CRÉDITOS PRÁCTICOS:	4,5
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CURSO ACADÉMICO:	2008/2009	CICLO:	2º	CURSO:	3º	CUATRIMESTRE:	Anual
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ÁREA DE CONOCIMIENTO:	Filología Inglesa
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DESCRIPTORES SEGÚN B.O.E.

Descripción detallada y científica de la lengua inglesa

OBJETIVOS DE LA ASIGNATURA

This subject is intended to give the student of 'Licenciatura' a systematic description of the syntactic, semantic and pragmatic levels of contemporary English from a formalist-functional perspective. In consequence, the course is aimed at offering a comprehensive and as detailed as possible picture of the structure of the simple sentence as well as of a number of transformational operations on it, verbal complementation, the structure of the complex noun phrase, adverbials, coordination and subordination, structure reduction, complex and compound sentences, as well as the structure of the English sentence from a functional perspective, and texts, as semantico-pragmatic units.

The description of English will cover the topics listed on the syllabus given below, and, at the same time, practical sessions have been included so that students can apply the grammatical points studied to the analysis of stretches of language in actual use.

CONTENIDOS

1. LANGUAGE AS A COMMUNICATIVE SYSTEM
 - 1.1. Language as a system of signals
 - 1.2. The process of communication
 - 1.3. Pragmatics and communication: the Cooperative Principle
 - 1.4. Speech Acts:
 - 1.4.1. Definition
 - 1.4.2. History
 - 1.4.3. Felicity conditions for happy performatives
 - 1.4.4. Types of speech acts
 - 1.4.5. Illocutionary acts
 - 1.4.6. Indirect speech acts

2. BASIC STRUCTURE OF THE SIMPLE SENTENCE

- 2.1. Different approaches to the study of the sentence: syntactic, semantic, and pragmatic
- 2.2. Revision of the elements in the clause structure: S, P, O, C, A. Constituent structure and syntactic behaviour of the elements.
- 2.3. Basic types of clause structure
- 2.4. Semantic description of the sentence and its elements: events, participants, circumstances
- 2.5. Syntactic and semantic classification of verbs

3. OPERATIONS ON THE SIMPLE SENTENCE

- 3.1. Introduction
- 3.2. Negation:
 - 3.2.1. Definition and characteristics
 - 3.2.2. Assertive, non-assertive and negative forms; use and constraints
 - 3.2.3. Scope and focus of negation
 - 3.2.4. Clause and local negation
 - 3.2.5. Negation of modal verbs
- 3.3. Questions:
 - 3.3.1. Major classes of questions; 'yes'/'no', 'wh-', alternative questions
 - 3.3.2. Polarity: neutral, positive and negative orientation
 - 3.3.3. Minor types of questions: exclamatory and rhetorical
 - 3.3.4. Question tags
- 3.4. Commands and requests: their realizations.
- 3.5. Passivization:
 - 3.5.1. The passive transformation
 - 3.5.2. Constraints
 - 3.5.3. Use
 - 3.5.4. The passive scale.

4. THE VERB PHRASE AND ITS COMPLEMENTATION

- 4.1. Introduction
- 4.2. Logical classification of predicates: 0-place, ..., n-place predicates
- 4.3. Intensive complementation
- 4.4. Monotransitive complementation
- 4.5. Complex-transitive complementation
- 4.6. Ditransitive complementation

5. THE COMPLEX NOUN PHRASE

- 5.1. Basic pattern of the complex noun phrase
- 5.2. The concepts 'restrictive'/'non-restrictive', 'temporary'/'permanent' in nominal

modification

5.3. Structures of premodification

5.4. Structures of postmodification

5.4.1. Apposition

6. ADVERBIALS

6.1. Introduction:

6.1.1. Syntactic characteristics

6.1.2. Constituent structure

6.1.3. Grammatical functions

6.1.4. Semantic roles

6.2. Adjuncts

6.3. Subjuncts

6.4. Disjuncts

6.5. Conjuncts

6.5.1. Different types of linkers: Conjuncts. Conjunctions: coordinators, subordinators.

7. STRUCTURE EXPANSION AND STRUCTURE REDUCTION. ASYNDECTIC, PARATACTIC AND HYPOTACTIC CONNECTIONS

7.1. Introduction. Definition of asyndeton, parataxis and hypotaxis

7.2. Formal indicators of coordination and subordination

7.3. Semantic implications of coordinators

7.4. Embedding and rank

7.5. Reduction:

7.5.1. Ellipsis

7.5.2. Pro-forms: co-reference and substitution.

8. THE COMPLEX SENTENCE

8.1. Introduction

8.2. Classification of subordinate clauses according to structural and functional criteria

8.3. Nominal clauses

8.4. Adverbial clauses

8.5. Comparative clauses.

9. A FUNCTIONAL PERSPECTIVE OF THE ENGLISH SENTENCE

9.1. Introduction

9.2. Theoretical foundations: towards a formalist-functionalist linguistics

9.3. 'Functional Sentence Perspective' and English grammar

9.4. 'Thematic structure' and 'information structure' of the sentence: the concepts 'theme' and 'rheme', 'topic' and 'comment', 'given' and 'new'

9.5. Factors contributing to one particular presentation of the linguistic message: communicative, prosodic, grammatical

9.6. Natural word order vs. marked word order: syntactic processes of thematization and postponement.

10. TEXT AND DISCOURSE

10.1. From sentence to text

10.2. Grammatical structure and pragmatic interaction

10.3. Text and discourse. Text Grammar and Discourse Analysis

10.4. The rhetoric of text

10.5. Coherence and cohesion.

ACTIVIDADES EN QUE SE ORGANIZA

The syllabus above will be developed by means of both theoretical and practical lessons. The former will be devoted to lectures on the contents of the programme. Students will also be requested to study a selection of bibliographical references specially chosen because of their relevance to the various subjects of the grammatical syllabus. In consequence, bibliography should become an essential, indispensable means to acquire a solid understanding of the concepts under study and gain new insights into them. This will eventually lead students to discover controversial areas which are worth deeper attention and may become the subject of further research.

Practical lessons will include various tasks: grammatical exercises, analysis, and revision of particular bibliographical references related to each topic. All of these will prove essential instruments to assimilate grammar fully.

Students are invited to attend tutorial sessions as a follow-up to the work done in the classroom or at home. This will provide them with an opportunity to solve problems, check their progress and organize their assignments.

BIBLIOGRAFÍA BÁSICA

Carter, R. and McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press.

Chalker, S. (1992). *A Student's English Grammar. Workbook*. London: Longman

Close, R. (1974). *A University Grammar of English. Workbook*. London: Longman.

Conrad, S, Biber, D. and G. Leech (2002). *Student Grammar of Spoken and Written English. Workbook*. Harlow: Pearson Education Limited.

Greenbaum, S. and R. Quirk (1990). *A Student's Grammar of the English Language*. London: Longman.

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

BIBLIOGRAFÍA COMPLEMENTARIA

The following is a short selective bibliographical list including both general and specific studies on theoretical and descriptive linguistics, linguistic schools, English grammar and particular grammatical aspects.

- Allerton, D.J. (1979). *Essentials of Grammatical Theory: A Consensus View of Syntax and Morphology*. London: Hutchinson.
- Allerton, D. (1982). *Valency and the English Verb*. New York: Academic Press.
- Austin, J. (1975²). *How To Do Things with Words*. Cambridge, Mass.: Harvard University Press.
- Báez San José, V. (1988). *Fundamentos críticos de la Gramática de Dependencias*. Madrid: Síntesis.
- Beaugrande, R. de (1980). *Text, Discourse and Process. Towards a Multidisciplinary Science of Texts*. London: Longman.
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- Bolinger, D. (1981³). *Aspects of Language*. New York: Harcourt.
- Brown, K. (1984). *Linguistics Today*. London: Fontana.
- Brown, G. & G. Yule (1983). *Discourse Analysis*. Cambridge: C.U.P.
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- Crystal, D. (1971). *Linguistics*. Harmondsworth: Penguin.
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- Firbas, J. (1992). *Functional Sentence Perspective in Written and Spoken Communication*. Cambridge: University Press.
- Fowler, R. (1996²). *Linguistic Criticism*. Oxford: O.U.P.
- Geckeler, H. (1976). *Semántica Estructural y Teoría del Campo Léxico*. Madrid: Gredos.
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- Halliday, M. (2004³). *An Introduction to Functional Grammar*. Revised by C. Matthiessen. London: Arnold.
- Halliday, M. & R. Hasan (1976). *Cohesion in English*. London: Longman.

- Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: C.U.P.
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- Jespersen, O. (1909-49). *A Modern English Grammar on Historical Principles, I-VII*. London and Copenhagen: Allen and Unwin.
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- Leech, G. (1981²). *Semantics. The Study of Meaning*. Harmondsworth: Penguin.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
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- Lyons, J., R. Coates, M. Deuchar, G. Gazdar (eds.) (1987). *New Horizons in Linguistics*. Vol. 2. Harmondsworth: Penguin Books.
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- Quirk, R., S. Greenbaum, G. Leech & J. Svartvik (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Robins, R. (1979²). *A Short History of Linguistics*. London: Longman.
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- Ullmann, S. (1962). *Semantics. An Introduction to the Science of Meaning*. Oxford: Blackwell.
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- Zandvoort, R. (1975⁷). *A Handbook of English Grammar*. London: Longman.

PROCEDIMIENTO DE EVALUACIÓN

The exam paper will be intended to test the student's theoretical knowledge and practical understanding of the syllabus. Consequently, it will consist of the following:

- Questions on the contents of the bibliographical references: definition with

examples of basic grammatical concepts

- Grammatical test, including exercises of the type done in class
- Grammatical analysis of an English text.

There will be a term exam in February and a final one in June.

CRITERIOS DE EVALUACIÓN

The evaluation of the students' theoretical knowledge and practical training will be based on two criteria:

- 30% of the total mark will correspond to their regular attendance at and active participation in classes (oral contributions, doing exercises, making essay-like commentaries, submitting assignments, reading appropriate bibliographical references, etc).
- 70% of the total mark will correspond to the quality of the term exam and of the final exam taken by the students.