

PROGRAMA 2011

1. OBJETIVOS DEL CURSO

- ✓ Que los alumnos desarrollen una eficiente competencia gramatical en lengua inglesa y que a su vez sean capaces de explicarla.
- ✓ Que relacionen aspectos teóricos con el uso de la lengua en situaciones concretas, enriqueciendo así la propia competencia comunicativa.
- ✓ Que participen de una práctica gramatical significativa de manera que el conocimiento declarativo y procedimental del curso les permita maximizar su actuación lingüística con corrección.

2. a. CONTENIDOS PROCEDIMENTALES

- ✓ Verbalizar las normas gramaticales haciendo uso de apropiada terminología, e ilustrar las mismas con ejemplos adecuados.
- ✓ Distinguir las características del inglés estándar y formal de aquellas propias de la lengua coloquial y sus variedades sub-estándares.
- ✓ Observar y comparar las diferencias y similitudes entre las sintaxis española e inglesa, como así también identificar los posibles efectos de la falta de correspondencia entre ambas lenguas.
- ✓ Observar, describir y analizar la lengua inglesa con el objeto de relacionar forma y significado como así también percibir ambigüedades y diferencias de significado.
- ✓ Analizar textos auténticos para observar cómo la sintaxis interactúa con el léxico, la semántica y la pragmática.
- ✓ Comparar y relacionar estructuras sintácticas canónicas y no-canónicas; identificar las razones que justifican la elección de unas u otras.
- ✓ Recurrir a gramáticas y diccionarios como textos de referencia durante la carrera universitaria y su posterior desempeño profesional.

b. CONTENIDOS CONCEPTUALES

a) Phrases: NP's, PP's, Adj.P. and Adv. P's

The Noun Phrase. Syntactic patterns of simple and complex NP's. Restrictive and non-restrictive modification. Semantics of pre- and post-modification. The vocative. Nominalization. Apposition: phrasal and clausal. Discontinuous modification.

The Prepositional Phrase. Syntactic patterns of PP's. Semantic features. Simple and Complex prepositions. Deferred prepositions.

The Adjectival Phrase. Syntactic and semantic features. Adjectival Complementation: prepositional phrase, *that*-clause, *to*-infinitive clause, *-ing* participle clause.

The Adverbial Phrase. Adverbs and adverbials. Types of adverbs. Adverbials: semantic roles (space, time, process, respect, contingency, modality, degree, etc.), formal realization and position of adverbials. Order of adverbials. Grammatical functions (adjuncts, disjuncts, subjuncts and conjuncts)

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

Heaton, J. B. (1969). *Prepositions and Adverbial Particles*. Essex: Addison Wesley Longman.

b) Verb Complementation

Semantic classification of verbs. Verb classes in syntactic patterns of simple and complex sentences. Complementation of verbs. Intransitivity. Copular complementation: current and resulting attributes. Transitivity: monotransitive (factual, suasive, emotive and hypothesis verbs), ditransitive and complex transitive verbs. Transitivity and agency. Prepositional verbs and phrasal verbs. Phrasal-prepositional verbs. Pseudo-intransitive, ergative, inchoative and middle verbs. Concord: number, person and gender agreement. Grammatical and notional concord. The principle of proximity.

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

Quirk, R., Greenbaum, S., Leech, G. And Svartvik, J. (1991). *A Comprehensive Grammar of the English Language*. London: Longman.

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

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

c) Syntax

Syntax and morphology: grammar. Misconceptions about grammar. Prescriptivism. Prescriptive and proscriptive rules. Grammaticality and acceptability. Grammatical units: morpheme, word, phrase, clause and sentence. Phrase and sentence analyses. Contrasting two foreign languages: English and French syntactic features.

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

d) Sentence types and discourse functions

Sentence types: interrogative (*yes-no*, *wh-*, and alternative interrogatives), imperative, exclamative and declarative sentences. Syntactic features. Discourse functions: commands, statements, invitations, suggestions, etc. Pragmatic meaning of sentences. Irregular sentences.

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

e) Sentences structure

Compound and complex sentences (subordinate, superordinate and main clauses). Compound-complex and complex-compound sentences. Conjunctions: coordinators and subordinators. Coordination versus subordination.

Coordination: syndetic, asyndetic and polysyndetic coordination. Syntactic and semantic features of coordinating conjunctions (*and*, *or* and *but*). Correlatives. Simple and Complex coordination. Gapping. Appended coordination, pseudo-coordination and quasi-coordination. Phrasal and clausal coordination. Combinatory and segregatory meanings. Coordination and ellipsis.

Subordination: finite, nonfinite and verbless clauses. Formal indicators of subordination. The verb phrase in subordinate clauses: the subjunctive and putative *should*. Nominal, adverbial, adjectival, comparative, sentential, comment and supplementary clauses. Absolute clauses. Attachment rule. Subordination and ellipsis.

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

Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Longman.

f) Negation

Syntactic and semantic features of negation.

R. Huddleston: clausal and subclausal negation. Negative elements. Double negation. Affirmatives and non-affirmatives. *Any* (non-affirmative and neutral). Words negative in meaning but not in form. Semantic scope of negation. Adverbs and negation. Modals and negation. Quantification and negation. The interpretation of negation.

R. Quirk: clause and local negation. Words negative in form and meaning. Words negative in meaning but not in form. Scope and focus of negation. Non-affirmative territory. Modals and negation. Transferred negation.

Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: CUP

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

g) Spelling and punctuation

Spelling rules. Punctuation marks. Specification and separation.

Quirk, R., Greenbaum, S., Leech, G. And Svartvik, J. (1991). *A Comprehensive Grammar of the English Language*. London: Longman.

Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Longman

h) Discourse organization

Topic and comment. Topicalization. Theme and focus. Thematization. Syntactic markedness. Given and new information. Principles of end focus and end weight. Canonical and noncanonical syntactic structures. Fronting. Inversion. Passivization. Existential sentences: *there*-existential and *have*-existential. Dislocation (prefaces and tags). Clefting (*it*-clefts/cleft sentences and *wh*-clefts/pseudo-cleft sentences). Extraposition: subjects and objects. Notional and grammatical subjects. Reinforcement. Discontinuity. Postponement. Divided focus. Emotive emphasis. Noncanonical patterns and cohesion, contrast, correction, emphasis.

Biber, D., S. Johansson, G. Leech, S. Conrad and E. Finegan. (1999). *Longman Grammar of Spoken and Written English*. Essex: Longman.

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

i) Grammatical Cohesion

Cohesion and coherence. Grammatical versus lexical cohesion. Cohesive devices: ellipsis, substitution, and reference. Endophoric and exophoric reference. Cataphoric and anaphoric reference. Co-reference. Pro-forms and substitution. Types of ellipsis. Recoverability (textual, situational and structural).

Halliday, M. and Hassan R. (1977). *Cohesion in English*. London: Longman.

Salkie, R. (1995). *Text and Discourse Analysis*. London: Routledge.

Pople, I. (1998). *An introduction to text and discourse analysis: Investigating English language*. Cheltenham: Stanley Thornes.

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

English Grammar II (exclusively)

j) Linguistic variation

The English language: a common core and varieties. Varieties of English.

Quirk, R. and S. Greenbaum (1990). *A student's grammar of English*. London: Longman.

k) Syntactic analysis of sentences and Semantic analysis of sentence elements.

Traditional and structural analyses. Immediate constituents and tree-diagramming. Clause elements: syntactic features and semantic roles of participants. Ambiguity.

Christophersen, P. & A.O. Sandved. (1969). *An advanced English grammar*. London: Macmillan.

Huddleston, R. (1984). *Introduction to the grammar of English*. Cambridge: CUP.

Leech, G., and Jan S. (1994) *A communicative grammar of English*.

London: Longman.

Quirk, R. and S. Greenbaum (1990). *A student's grammar of English*. London: Longman.

l) Morphology

Compounding, affixation, and conversion. Morphemes. Allomorphs. Prefixes and suffixes: meanings. Morphological analysis.

Palmer, F. (1971). *Grammar*. London: Penguin.

Christophersen, P. & A.O. Sandved. (1969). *An advanced English grammar*. Longman.

Quirk, R. and S. Greenbaum. (1973). *A university grammar of English*. London: Longman.

3. EVALUACION

Los alumnos serán evaluados continuamente a partir de:

- los trabajos prácticos escritos realizados en clase o fuera de ella (75% aprobados)
- los exámenes parciales de carácter oral o escrito (75% aprobados)
- su participación en clase
- los ejemplos propuestos para ilustrar conceptos y/o reglas
- la relevancia y corrección de sus aportes, respuestas y/o preguntas
- su desempeño en la resolución de problemas: diferencias de significado y ambigüedad

BIBLIOGRAFIA COMPLEMENTARIA:

Chalker, S. (1984). *Current English Grammar*. Hong Kong: Longman.

Celce-Murcia, M., and D. Larsen-Freeman. (1999). *The grammar book*. Boston, MA: Heinle & Heinle.

Christophersen, P. & A.O. Sandved. (1969). *An Advanced English Grammar*. Longman.

Freeborn, D. (1995). *A course book in English grammar*. London: Macmillan.

Green, R. (1997). *Moving with grammar*. London: Beaumont Publishing.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston, MA.: Heinle & Heinle. http://www.amazon.com/Teaching-Language-Grammaring-Diane-Larsen-Freeman/dp/0838466753/ref=sr_1_1?ie=UTF8&s=books&qid=1241981700&sr=1-1

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