

## **ENGE1520 Grammatical Structure of English**

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Teaching Assistants:

### **Course description**

This course is designed to provide students with the terminology and analytical skills that are necessary for describing the grammatical structure of English sentences and their parts.

### **Learning outcomes:**

After completing this course, students should be able to:

- identify English grammatical structures
- describe those structures accurately and concisely
- draw tree diagrams to illustrate grammatical structure

### **Scope:**

The course deals with **contemporary** English, that is, English as it is currently used in both writing and speech. Topics covered in the course will include:

- Form & function in grammatical analysis
- The major sentence constituents
- Determiners & noun phrases
- Verb phrases & clauses
- Adverbials
- Adjectives, adverbs & their phrases
- Prepositions & prepositional phrases
- Coordination & subordination
- Information structure

## Tentative Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Week 1	Course overview; Grammatical hierarchy	<i>Internet Grammar of English</i> (IGE): the on “Grammatical Hierarchy”
Week 2	Basic concepts: Subject, Direct Object, Subject Complement, Adverbials	IGE: the sections “Subject and Predicate,” “Inside the Predicate,” and “Adjuncts”
Week 3	Phrases and clauses; Form and function; Tree diagrams	
Week 4	Adjectives, adverbs, prepositions, and their phrase types	IGE: G&Q Chapters 7 & 9
Week 5	Nouns, determiners and noun phrases	IGE: the sections on nouns, determiners, and noun phrases; G&Q Chapters 5, 6 & 17
Week 6	<i>Chinese New Year holiday – no class</i>	
Week 7	Verbs and auxiliaries <b>Revision Exercise 1 due</b>	IGE: the sections on verbs and verb phrases; G&Q Chapter 3
Week 8	More on verb phrases	G&Q Chapter 16 on verb complements; relevant sections in IGE
Week 9	<i>Reading Week – no class</i>	
Week 10	Subordination and coordination	Subordination: G&Q Chapters 13 & 15; IGE: “Conjunctions” and “Subordinate clause types” under “Subordination”
Week 11	More on adverbials; Constituents and constituency tests	On adverbials: G&Q pp.162-87; on adverbial clauses: G&Q pp. 314-26
Week 12	Coordination <b>Revision Exercise 2 due</b>	G&Q Chapters 13 & 15; IGE: “Coordination types” under “Conjunctions”; “Conjunctions”
Week 13	Information structure; Course review	G&Q Chapter 18
Week 14	<i>Easter Monday – no class</i>	
Week 15	<b>Group presentations</b>	
Week 16	<b>End-of-term Test</b> (Venue TBA)	

## Assessment:

Lecture and tutorial attendance/participation	15%
Group presentation	15%
Revision exercises	30%
End-of-term test	40%

## Details:

- **Lecture and tutorial attendance/participation:** It is very important that students attend and participate in the learning activities conducted in both lectures and tutorials.
- To apply for sick leave or special leave, 1) email your instructor *and* tutor **before class**, and 2) fill out the Google form for **leave application** (on Blackboard). **Marks will be deducted for unexcused absences.**
- In groups of 4 or 5, give a **presentation** on a topic covered in the course, such as the structure of NPs, types of verb complementation, etc. The presentation should give a clear overview of the grammatical structure, and include a tree-drawing component.
- The **revision exercises** and the **end-of-term** test will be on the topics covered in the course. Make use of the revision exercises to ensure that you understand the course materials.
- The revision exercises will be posted on Blackboard three days prior to the due date. Hand in a hard copy of your answers in class on the due date. **Late submissions will have half a grade deducted for each day late.**

## Main texts:

[1] Nelson, Gerald (1998). *The Internet Grammar of English*. London: Survey of English Usage, University College London.

This is available online at

<https://www.ucl.ac.uk/internet-grammar/> (English version)

[http://www.cuhk.edu.hk/eng/IGE\\_chn/home.htm](http://www.cuhk.edu.hk/eng/IGE_chn/home.htm) (Simplified Chinese version)

[2] Greenbaum, Sidney & Randolph Quirk (1990). *A Student's Grammar of the English Language*. London: Longman.

## References:

Ballard, K. (2007) *The Frameworks of English*. 2nd edn. London: Palgrave Macmillan.

Biber, D., S. Conrad, & G. Leech (2002) *The Longman Student's Grammar of Spoken and Written English*. London: Longman.

Börjars, K. & K. Burridge (2001) *Introducing English Grammar*. London: Edward Arnold.

- Carter, R. & M. McCarthy (2006) *Cambridge Grammar of English*. Cambridge.
- Chalker, S. (1994) *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press.
- Collins, P. (1999) *English Grammar*. London: Longman.
- Crystal, D. (1992) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.
- Crystal, D. (2004) *Rediscover Grammar*. London: Longman.
- Eppler, E. D. & G. Ozon. (2012) *English Words and Sentences: An Introduction*. Cambridge: Cambridge University Press.
- Greenbaum, S. (1996) *Oxford English Grammar*. Clarendon Press.
- Huddleston, R. and G. K. Pullum (2005) *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Hurford, J. (1994) *Grammar: A Student's Guide*. Cambridge: Cambridge University Press.
- Kroeger, P. R. (2005) *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.
- Leech, G. (1989) *An A-Z of English Grammar and Usage*. London: Edward Arnold.
- Nelson, G. (2010) *English: An Essential Grammar*. Routledge.
- Nelson, G. & S. Greenbaum (2015) *An Introduction to English Grammar*. 4<sup>th</sup> edn. Routledge.

- Please note that this course does **not** cover “Functional Grammar” or “Systemic Functional Grammar,” which are very different approaches to grammar. Books on these topics will not help you in this course. This course deals with **traditional descriptive grammar**.
- If you have forgotten the basics of traditional grammar (e.g. you've heard about prepositions but are not quite sure what they are), a very useful refresher course is:

Crystal, D. (2004). *Rediscover Grammar*. London: Longman.

- The following websites were designed for beginners and intermediate learners. They are **not** suitable at the university level:

[englishgrammar.org](http://englishgrammar.org)

[englishpage.com](http://englishpage.com)

[learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org)

[ego4u.com](http://ego4u.com)

Wikipedia grammar pages

**Sick leave, attendance and late submissions:**

The Department has issued a set of guidelines on sick leave, attendance and late submissions, including acceptable reasons for application of leave and extensions, the documents required, and the maximum period of extension to be granted. Please refer to this document (available on Blackboard) for details.

**Late submission of assignments will be penalized half a grade for each day late.**

**Feedback for evaluation:**

Students will be asked to complete Course Evaluations for both the lectures and tutorials of ENGE1520 at the end of the semester. Comments and suggestions about the course content, teaching method and learning tasks are most welcome at any time during the semester.

**Academic honesty:**

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuide at <http://www.cuhk.edu.hk/veriguide> .

To comply with University regulations, you are therefore asked to:

- 1) submit your written work via VeriGuide before due date and print the receipt issued by VeriGuide
- 2) submit a hard copy of the work, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt but is also attached here for your use).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded. You should not submit an assignment that has been partly or wholly produced by generative AI.

## Department of English

### **Grade A / Excellent: Outstanding performance on ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

### **Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

### **Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

### **Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

### **Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

### **Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

### **Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

### **Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.**

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

### **Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

**Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

**Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.**

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.