

**UNIVERSIDAD DE COSTA RICA**  
**ESCUELA DE LENGUAS MODERNAS**  
**Bachillerato en Inglés y Bachillerato en la Enseñanza del Inglés**

Course name: English Grammar II	Prerequisites: LM-1230, LM-0352 or LM-1234, LM-1235
Course code: LM-0353	Co-requisites: LM-1240, LM-1245
Credits: 2	Cycle: IV
Class time: 3 hours	Out of class study time: 3 hours
Level: Second year	Type: Mixed
	Face to face course

**Course Program**

**I. Description**

English Grammar II is for intermediate level students pursuing the Bachelor's Degree in English or the Bachelor's Degree in Teaching English. Based on knowledge acquired in English Grammar I, such as the parts of speech, the concepts of phrase and sentence, as well as verb agreement and verb tense, different types of phrases, structures, and clauses will be analyzed in more depth in order to recognize their function and to construct more complex sentences. In this way, students will be able to understand the basic relationships between the structures of English and their meanings, thus producing new structures to develop more precise and appropriate language in a variety of contexts. Diverse authentic oral and written texts about current events along with academic and literary topics will be used as needed for grammatical analysis. The UCR platform (Mediación Virtual) will be used as a repository for extra material, answer keys, and assignments.

**II. General Objectives**

Students will be able to correctly and appropriately apply fundamental syntactic and semantic aspects of English to analyze diverse authentic texts.

**III. Specific Objectives**

By the end of the semester, students will be able to:

1. Identify different types of phrases.
2. Recognize the nominal function and its different structures.
3. Recognize the adjectival function and its different structures.
4. Recognize the adverbial function and its different structures.
5. Produce appropriate sentences with nominal, adjectival, and adverbial function structures.

6. Identify the four types of sentences according to their structure (i.e. simple, complex, compound, compound-complex)
7. Produce appropriate sentences of greater complexity using the four types of sentences
8. Demonstrate comprehension of the concept of subordination by identifying the different types of clauses and their functions

### **III. Contents**

#### **1. The phrase**

- a. Review of nominal, adjectival, adverbial, and prepositional phrases
- b. The infinitive, the participle, and the gerund

#### **2. The clause**

Review of dependent and independent clauses

#### **3. The sentence**

- a. Review of simple and compound sentences
- b. Types of sentences and their punctuation
  - complex
  - compound-complex

#### **4. Structures with nominal function**

- a. Nouns and nominal phrases
- b. Gerunds
- c. Appositives
- d. Infinitives and infinitive phrases
- e. Perfective infinitives

#### **5. Nominal clauses and their functions**

- a. Subjects
- b. Complements
- c. Direct and indirect objects
- d. Objects of prepositions

#### **6. Structures with adjectival function**

- a. Modifiers occupying position before the nominal nucleus: adjectives, present participles, past participles, and compound modifiers
- b. Modifiers occupying position after the nominal nucleus: phrases with present participles, phrases with past participles, prepositional phrases, infinitive verbs, infinitive phrases, adverbs, relative clauses, restrictive and nonrestrictive adjectival clauses

#### **7. Structures with adverbial function**

- a. Adverbs, prepositional phrases, subordinate clauses, nouns, nominal phrases, infinitive verbs, and infinitive phrases

- b. Types of structures with adverbial function: place, manner, time, and reason /purpose
- c. Order of structures with adverbial function
- d. Adverbs of degree: intensifiers and *downtoners*
- e. Interrogative adverbs
- f. Conjunctive adverbs

#### **IV. Methodology**

Class sessions will be carried out by means of the instructor's lectures as well as student participation, both in pairs or groups and individually, with particular emphasis on communicative techniques and exercises to be presented to the entire class. The instructor will facilitate and provide feedback on all such activities. Connections between grammar and written as well as verbal communication will be created so that students can monitor their progress and pay attention to the process of language acquisition. Written and recorded materials will be used as needed, and current events addressed, in order to integrate speaking, writing, reading, and listening skills. Students are expected to attend regularly and actively participate. For an enriching and meaningful learning experience, they must complete homework, which will include reading assignments and exercises from the core textbook and other course materials compiled by the instructor; these have to be brought to each class session. The printed version of a reputable monolingual English dictionary is also recommended.

Mediacion Virtual will be used as a repository for extra material, assignments, and answer keys.

#### **V. Evaluation**

Quizzes (3 minimum-In class)	30%
Midterm exam (In class)	30%
Final exam (In class)	30%
Project (Online)	10%

#### **Project Description**

The project consists of the identification, analysis and/or production of grammatical contents studied in the course based on relevant topics from other courses or current events. The content under study may be in short reading texts, short video extracts, or short oral texts. The instructor will decide whether the project will be presented either individually or in groups. The instructor will distribute a grading scale for the project as well as detailed instructions for carrying it out.

## Notes regarding evaluation

1. Absences on scheduled evaluation days must be justified by presenting the required documents to the instructor, who will proceed according to the regulations set forth in Article 24 of *Régimen Académico Estudiantil*.
2. Personal dictionary use is not permitted for evaluations.
3. Instructors may use the UCR virtual classroom mode or other platforms to send and/or receive special assignments.

## VI. Bibliography

### *Base textbooks:*

Maurer, J., & Koch, R. S. (2017). *Focus on grammar 5: (5th ed.)*. Hoboken, NJ: Pearson Education.

Raimes, A. (1998). *How English Works: A grammar handbook with readings*. New York: Cambridge University Press.

Schmidt, H. H. (2015). *Advanced grammar*. White Plains, NY: Pearson Education.

### *Additional references:*

Alfaro, Vilma y Berta Flores, (1995). *Practicing English Syntax*. San José: Editorial Universidad de Costa Rica.

Alfaro, Vilma y Berta Flores, (2002). *Basic English Syntax*. San José: Editorial Universidad de Costa Rica.

Azar, B. S., & Hagen, S. (2009). *Understanding and using English grammar (4th ed.)*. White Plains, NY: Pearson Longman.

Bland, S. K. (1996). *Intermediate Grammar: From form to meaning and use*. New York: Oxford University Press.

Broukal, M. (2010). *Grammar: Form and function 3 (2nd ed.)*. New York: McGraw Hill.  
Carter, R., Hughes, R., & McCarthy, M. (2000). *Exploring grammar in context*. Cambridge: Cambridge University Press.

Feigenbaum, I., (1985). *The Grammar Handbook*. New York. Oxford University Press.

Longman. (2004). *Longman advanced American dictionary*. Essex, UK: Pearson Education.

Nettle, M., & Hopkins, D. (2003). *Developing Grammar in context*. Cambridge: Cambridge University Press.

Oxford. (2010). *Oxford advanced learner's dictionary: International student's edition*. (8<sup>th</sup>

ed.). New York.

Pavlik, C. (2004). *Grammar sense 2*. New York: Oxford University Press. Raimes, A.

Thewlis, S., (2000). *Grammar Dimensions 3*. Boston: Heinle and Heinle Publishers

*Supplementary material compiled by the instructor.*

## VII. Tentative chronogram

Week	Contents
1 (March 11-15)	Introduction to the course The phrase: nominal, adjectival, adverbial, and prepositional phrases The clause: review of dependent and independent clauses
2 (March 18-22)	The sentence: review of simple and compound sentences Types of sentences and their punctuation: complex and compound-complex
(March 25--29)	<b>Easter</b>
3 (April 1-5)	Structures with nominal function: nouns and nominal phrases, gerunds, appositives, infinitives and infinitive phrases, perfective infinitives, clauses <b>Quiz 1</b>
4 (April 8-12)	Structures with nominal function: nouns and nominal phrases, gerunds, appositives, infinitives and infinitive phrases, perfective infinitives, clauses
5 (April 15-19)	Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions
6 (April 22-26) <b>Homecoming</b>	Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions
7 (April 29-May 3)	Review online
8 (May 6-10)	<b>Midterm exam</b>
9 (May 13-17)	Structures with adjectival function Modifiers occupying position before the nominal nucleus: adjectives, nouns, present participles, past participles, and compound modifiers <b>Project guidelines</b>
10 (May 20-24)	Structures with adjectival function Modifiers occupying position after the nominal nucleus: phrases with

	present participles, phrases with past participles, prepositional phrases, infinitive verbs, infinitive phrases, adverbs, relative clauses, restrictive and non-restrictive adjectival clauses
11 (May 27-31)	Structures with adjectival function Modifiers occupying position after the nominal nucleus <b>Quiz 2</b>
12 (June 3-7)	Structures with adverbial function: adverbs, prepositional phrases, subordinate clauses, adverbial clauses of place, manner, time, and reason/purpose, nouns, nominal phrases, infinitive verbs, and infinitive phrases
13 (June 10-14)	Structures with adverbial function
14 (June 17-21)	Types of structures with adverbial function: place, manner, time, and reason/purpose Order of structures with adverbial function <b>Quiz 3</b>
15 (June 24-28)	Adverbs of degree: intensifiers and <i>downtoners/de-emphasizers</i> Interrogative adverbs Conjunctive adverbs <b>Students hand in project.</b>
16 (July 1-5)	<b>Second exam</b>
July 8	<b>Final grades</b>
July 16	<b>Ampliación exam:</b> Group 001, Tuesday, July 16 <sup>th</sup> 9:00-11:00 am; Group 002, 7-9 pm (room to be announced)

### Additional information

1. Use of cell phones and other electronic devices will not be permitted in the classroom; these must be turned off and put away.
2. Students may consult instructors in their offices during established schedules.
3. Students must be punctual in order to avoid interrupting classroom activities.