

**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
<i>Course delivery mode: On-site</i>	

### **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.

As this is a not a virtual course (II-2024), we will be using UCR official platform (*Mediación Virtual*) mostly as a repository to upload documents, presentations, and videos.

#### **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. Ordering adverbial structures
- d. Downtoners, intensifiers
- e. Interrogative adverbs
- f. Conjunctive adverbs

### **IV. Methodology**

Classes 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 actively participate. For an enriching and meaningful learning experience, students must complete homework, which will include reading assignments and exercises from the core textbook and other course materials compiled by the instructor. The printed version of a reputable monolingual English dictionary is also recommended.

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### **V. Evaluation**

Quizzes (3 minimum)	30% (10% each – in class)
Midterm exam	30% (in class)
Second exam	30% (in class)
Project	10% ( <i>Mediación</i> )

### **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**

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*.

## **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, V. & Flores, B. (1995). *Practicing English Syntax*. San José: Editorial Universidad de Costa Rica.

Alfaro, V. & Flores, B. (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.

Kolln, M., & Funk, R. (2011). *Understanding English grammar (9<sup>th</sup> ed.)*. New York: Longman.

- Kozicki-Jones, Sonya, Alfaro Murillo Vilma, & Flores Mora Berta. (2009). *Using English verbs*. Editorial Universidad de Costa Rica.
- 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.
- Thewlis, S., (2000). *Grammar Dimensions 3*. Boston: Heinle and Heinle Publishers
- Raimes, A. (2004). *Grammar troublespots: A guide for student writers* (3rd ed.). New York: Cambridge.
- Supplementary material compiled by the instructor.*

## VII. Tentative chronogram

Week	Activities
1 (August 12-16)	Introduction to the course The phrase: nominal, adjectival, adverbial, and prepositional phrases The clause: review of dependent and independent clauses
2 (August 19-23)	The sentence: review of simple and compound sentences Types of sentences and their punctuation: complex and compound-complex
3 (August 26-30)	Structures with nominal function: nouns and nominal phrases, gerunds, appositives, infinitives and infinitive phrases, perfective infinitives, clauses
4 (September 2-6)	Structures with nominal function <b>Quiz 1 (In-class)</b>
5 (September 9-13)	Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions
6 (September 16-20)	Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions <b>Quiz 2 (In-class)</b>

7 (September 23-27)	Review
8 (Sept. 30-October 4)	<b>Midterm exam (In-class)</b>
9 (October 7- 11)	Structures with adjectival function Modifiers occupying position before the nominal nucleus: adjectives, nouns, present participles, past participles, and compound modifiers <b>Students will receive project guidelines.</b>
10 (October 14-18)	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 (October 21-25)	Structures with adjectival function Modifiers occupying position after the nominal nucleus
12 (Oct. 28-Nov. 1)	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 <b>Quiz 3 (In-class)</b>
13 (November 4-8)	Structures with adverbial function: Adverb clauses <b>Students hand in project. (Upload to <i>Mediación</i>)</b>
14 (November 11-15)	Structures with adverbial function: Adverbial phrases
15 (November 18-22)	Review
16 (November 25 – 29)	<b>Second exam (In class)</b>
(December 2)	<b>Final grades</b>
(December 10)	<b>Ampliación exam (9:00 a.m. – noon)</b>

### **Additional information**

Students may consult instructors during established schedules.

Students should show up on time to avoid distracting the class.