

<b>Name: English Grammar III</b>	<b>Requisites:</b> LM-1240, LM-1245, LM- 0353 o LM-1244
<b>Course code: LM-0354</b>	<b>Co-requisites: None</b>
<b>Credits: 2</b>	<b>Cycle : V</b>
<b>Weekly hours: 9</b> <b>In-class work: 3</b> <b>Out-of-class work :6</b>	<b>Type : mixed</b>
<b>Level: Third year</b>	<b>Modality: 100% Face-to face</b>

## I. DESCRIPTION

English Grammar III is for intermediate level students pursuing the **B.A. in English and B.A. in English Teaching**. The main purpose of this course is to aid students in the construction of linguistic forms with greater syntactic variety using the indicative and the subjunctive moods, the passive voice, among other contents. To achieve this purpose, students will use as a foundation the contents studied in **English Grammar I** and **English Grammar II** regarding the verb system and sentence structure. Similarly, the learning achieved in this course will serve as the basis for acquiring knowledge of subsequent grammar courses. Since mastery of grammatical structures is essential for precise oral and written communication, this course addresses them specifically, giving students the opportunity to demonstrate their mastery. In this way, students can better understand the basic relationships between the various structures of English in order to produce speech with a higher level of complexity. The principles of focus on form are used to guide student attention to key grammatical aspects of discourse in context.

**Mediación Virtual** will be used during both in-class hours and extra-class hours as a repository for sharing the syllabus, presentations, additional materials and exercises, answers to exercises, videos, and, if applicable, for uploading and submitting assignments, among other things. The environment will serve as a means of communication for any eventualities that arise and will be the medium for student assistance. According to the platform's policies, this course has a **100% face-to-face** modality.

## II. OBJECTIVES

### General Objective

At the end of this course, students will be able to correctly and appropriately apply fundamental syntactic and semantic aspects of English to analyze, describe and produce sentences with greater syntactic variety according to specific contexts.

### Specific Objectives

- A.** Analyze the meaning and use of modal auxiliaries and modal-like forms in context.
- B.** Use direct and indirect speech applying correctly changes in tense, modality, yes/no and information question structure, as well as changes in pronouns, determiners, demonstratives and adverbial structures.
- C.** Use the passive voice showing its meaning in different contexts.
- D.** Recognize and use the subjunctive and indicative mood in various contexts.
- E.** Differentiate between conditional sentences in the subjunctive and indicative mood and identify their meaning.

## III. Contents

### 1. Modal auxiliaries

- a. Modals: *will, shall, can, could, would, must, may, might, should, ought to*
- b. Modal-like forms: *be able to, can't help, can but, can hardly and barely, would like, be used to, may as well, be to, and others*

### 2. Direct and indirect speech

- a. Questions in indirect speech
- b. Tense changes in indirect speech
- c. Modal auxiliaries in indirect speech
- d. Changes in pronouns, determiners and adverbial structures

### 3. The passive voice

- a. The construction of the passive voice
- b. The agent
  - i. including the by agent
  - ii. omitting the by agent
- c. Usage of the passive voice
- d. Ditransitive verbs and the passive voice
- e. Negative particle and passive voice
- f. Causative verbs and the passive voice

#### 4. The indicative and the subjunctive mood

- a. The subjunctive mood in formulaic expressions
- b. The subjunctive and that-noun clauses
- c. The subjunctive in wish sentences
- d. *Wish* versus *hope*

#### 5. Conditional sentences

- a. In the indicative mood
  - i. Different tenses
  - ii. Combined time conditions
- b. In the subjunctive mood
  - i. Different tenses
  - ii. Combined time conditions
- c. Combination of moods
- d. If clauses with modals and modal-like forms
- e. Substitutes and alternate forms of if

### IV. METHODOLOGY

Classes consist of face-to-face sessions on campus at the University of Costa Rica. Students will become aware of syntactical structures by using the focus on form approach. Lessons will consist of presentations, videos and group discussions to study the main theoretical grammar structures. Students will also do practice tasks with particular emphasis on communicative and structural exercises. During practice, the instructor acts as a facilitator. Student active participation is essential for adequate understanding of the structures and mastery of their use. Documents will be posted on **Mediación Virtual**. Authentic materials on current events will be used to analyze the use of structures in context. Students are expected to study the material at home and do their homework in order to participate actively in class discussions. All evaluations will be printed and administered in class.

### V. EVALUATION

Evaluation	Percentage
Quizzes (3)	30%
Exam 1	30%
Exam 2	30%
Project	10%

**Description of the Project:** Students will work in small groups (number of members to be defined by the professor) to generate a product based on the topics covered in the course. In the final project, students will create a text or audiovisual production related to the contents of the course and about a current issue. A grading scale and detailed instructions will be provided by the instructor during the semester.

### Evaluation notes

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 *Reglamento Académico Estudiantil*.

Every student is subjected to the rules included in *Reglamento de Régimen Académico Estudiantil de la Universidad de Costa Rica*.

## VI. BIBLIOGRAPHY

**This is the book for the course.**

Kozicki-Jones, Sonya, Alfaro Murillo Vilma, & Flores Mora Berta. (2009). *Using English verbs*. Editorial Universidad de Costa Rica.

**Reference material** These references are additional to the book.

Alfaro, Vilma & Berta Flores. *Practicing English syntax*. San José: Editorial Universidad de Costa Rica. 1995.

Azar, B. (2003). *Fundamentals of English Grammar*, Third Edition. Longman Press, USA 2003.

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

Fuchs, M.; Bonnner, M.; & Westheimer, M. (2006). *Focus on Grammar 3*. Pearson-Longman, USA

Longman. (2004). *Longman Advanced American Dictionary*. Essex, UK: Pearson Education.

Maurer, J. (2006). *Focus on Grammar 5*, Third Edition. Pearson-Longman, USA

(2010). *Oxford Advanced Learner's Dictionary: International student's edition*. (8<sup>th</sup> ed.). New York:

Swid, E. (2005). *English Grammar for ESL Learners*. Mc. Graw-Hill, USA

Walker, E. & Elsworth, S. (2000). *Grammar Practice for Upper Intermediate Students*. Person Education Limited, Spain.

### VI. Other Sources

Supplementary material provided by the instructor

## VII. TENTATIVE TIMETABLE

Week	Activities and Topics
<b>1</b> Aug 12-16	<ul style="list-style-type: none"> <li>○ Introduction to the course Modal auxiliaries</li> <li>○ Modals: <i>will, can, could, would, must</i></li> </ul>
<b>2</b> Aug 19-23	<ul style="list-style-type: none"> <li>○ Modal auxiliaries <i>shall may, might, should, ought to</i></li> <li>○ Past constructions: <i>modal + have + past participle</i></li> </ul>
<b>3</b> Aug 26-30	<ul style="list-style-type: none"> <li>○ Modal-like forms: <i>be able to, can't help, can but, can hardly and barely</i></li> </ul>
<b>4</b> Sept 2-6	<ul style="list-style-type: none"> <li>○ Modal-like forms: <i>would like, would rather, would sooner, be used to, used to, get used to,</i></li> </ul>
<b>5</b> Sept 9-13	<ul style="list-style-type: none"> <li>○ Modal-like forms: <i>may as well, might as well, had better, be to</i></li> </ul>
<b>6</b> Sept 16-20	<ul style="list-style-type: none"> <li>○ Indirect speech</li> </ul> <p style="text-align: right;">○ <b>Quiz #1: modals and modal-like forms</b></p>
<b>7</b> Sept 23-27	<ul style="list-style-type: none"> <li>○ Indirect speech</li> </ul>
<b>8</b> Sept 30 Oct 4	<p style="text-align: right;">○ <b>Exam 1</b></p> <p><b>Modals, modal-like expressions, past constructions with modals and indirect speech.</b></p>
<b>9</b> Oct 7-11	<ul style="list-style-type: none"> <li>○ <b>Teacher will give instructions for the project.</b></li> <li>○ The passive voice</li> <li>○ The construction of the passive voice</li> <li>○ Usage of the passive voice</li> <li>○ Ditransitive verbs and the passive voice</li> </ul>
<b>10</b> Oct14-18	<ul style="list-style-type: none"> <li>○ Modifiers in passive</li> <li>○ Negative particle and passive voice</li> </ul>
<b>11</b> Oct 21-25	<p style="text-align: right;">○ <b>Quiz #2: passive voice</b></p> <ul style="list-style-type: none"> <li>○ The indicative and the subjunctive mood</li> <li>○ The subjunctive and that-noun clauses</li> </ul>
<b>12</b> Oct 28 Nov 1	<ul style="list-style-type: none"> <li>○ The subjunctive in wish sentences (future, present and past)</li> <li>○ <i>Wish versus hope</i></li> </ul>
<b>13</b> Nov 4-8	<p style="text-align: right;"><b>Students submit project</b></p> <ul style="list-style-type: none"> <li>○ Conditional sentences in the indicative mood</li> <li>○ Different tenses</li> </ul>
<b>14</b> Nov 11-15	<p style="text-align: right;">○ <b>Quiz #3: subjunctive mood vs indicative mood</b></p> <ul style="list-style-type: none"> <li>○ Conditional sentences in the subjunctive mood</li> </ul>

<b>15</b> Nov 18-22	○ Substitutes and alternate forms of <b>if</b>
<b>16</b> Nov 25-29	○ <b>Exam 2</b> <b>Passive voice, indicative vs subjunctive, conditional sentences and alternate forms of <i>if</i>.</b>
<b>17</b> Dec 2-6	<b>Final grades</b> Wednesday December 4 <sup>th</sup>
<b>18</b> Dec 9-13	○ <b>Ampliación Exam</b> Thursday 12 <sup>th</sup> 1:00pm