

**UNIVERSIDAD DE COSTA RICA**  
**ESCUELA DE LENGUAS MODERNAS**  
**Bachillerato en Inglés y Bachillerato en la Enseñanza del Inglés**  
**Sección de II a IV Año**

**Course Program**

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>	

**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 an on-site (I-2025), we will be using UCR official platform (*Mediación Virtual*) mostly as a repository to upload documents, presentations, and videos.

**II. Objectives**

**General**

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

**Specific**

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
  - i. complex
  - ii. 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.

As this is a not a virtual course in I-2025, we will be using UCR official platform (*Mediación Virtual*) mostly as a repository to upload documents, presentations, and videos.

## V. Evaluation

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

***\*The evaluations will take place during class.***

### 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 share 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*.
- In compliance with Article 22 of *Régimen Académico Estudiantil*, professors have 10 workdays to grade and return any evaluation.

## VI. Bibliography

### *Base textbooks:*

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

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

Schmidt, H. H. (2015). *Advanced grammar*. Pearson Education.

### *Additional references:*

Alfaro, V. & Flores, B. (1995). *Practicing English Syntax*. Editorial Universidad de Costa Rica.

Alfaro, V. & Flores, B. (2002). *Basic English Syntax*. Editorial Universidad de Costa Rica.

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

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

Broukal, M. (2010). *Grammar: Form and function 3* (2nd ed.). McGraw Hill.

Carter, R., Hughes, R., & McCarthy, M. (2000). *Exploring grammar in context*. Cambridge University Press.

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

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

Kozicki-Jones, S., Alfaro Murillo V., & Flores Mora B. (2009). *Using English verbs*. Editorial Universidad de Costa Rica.

Longman. (2004). *Longman advanced American dictionary*. Pearson Education.

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

Thewlis, S., (2000). *Grammar dimensions 3*. Heinle and Heinle Publishers

Raimes, A. (2004). *Grammar troublespots: A guide for student writers* (3rd ed.). Cambridge.

*Supplementary material compiled by the instructor.*

## VII. Tentative chronogram

Week and Date	Activities
<b>Week 1</b> (March 10 – March 14)	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• The phrase: nominal, adjectival, adverbial, and prepositional phr.</li> <li>• The clause: review of dependent and independent clauses</li> </ul>
<b>Week 2</b> (March 17 - March 21)	<ul style="list-style-type: none"> <li>• The sentence: review of simple and compound sentences</li> <li>• Types of sentences and their punctuation: complex and compound-complex</li> </ul>
<b>Week 3</b> (March 24 - March 28)	<ul style="list-style-type: none"> <li>• Structures with nominal function: nouns and nominal phrases, gerunds, appositives, infinitives and infinitive phrases, perfective infinitives, clauses</li> </ul> <p style="text-align: right;"><b>Quiz 1 (In-class)</b></p>
<b>Week 4</b> (March 31 - April 4)	<ul style="list-style-type: none"> <li>• Structures with nominal function</li> </ul>
<b>Week 5</b> (April 7 - April 11)	<ul style="list-style-type: none"> <li>• Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions</li> </ul> <p style="text-align: right;"><b>Quiz 2 (In-class)</b></p>
<b>Holy week</b> (April 14 - April 18)	<b>Holiday - No class</b>
<b>Week 6</b> (April 21 - April 25)	<ul style="list-style-type: none"> <li>• Nominal clauses and their functions: subjects, complements, direct and indirect objects, and objects of prepositions</li> </ul> <p style="text-align: right;"><b>University Week: No evaluations</b></p>
<b>Week 7</b> (April 28 - May 2 )	<ul style="list-style-type: none"> <li>• Review</li> </ul>
<b>Week 8</b> (May 5 - May 9)	<b>Midterm exam (In-class)</b>
<b>Week 9</b> (May 12 - May 16)	<ul style="list-style-type: none"> <li>• Structures with adjectival function</li> <li>• Modifiers occupying position before the nominal nucleus: adjectives, nouns, present participles, past participles, and compound modifiers</li> </ul>
<b>Week 10</b> (May 19 - May 23)	<ul style="list-style-type: none"> <li>• Structures with adjectival function</li> <li>• 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</li> </ul>
<b>Week 11</b> (May 26 - May 30)	<ul style="list-style-type: none"> <li>• Structures with adjectival function</li> <li>• Modifiers occupying position after the nominal nucleus</li> </ul>
<b>Week 12</b> (June 2 - June 6)	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><b>Quiz 3 (In-class)</b></p>

<b>Week 13</b> (June 9 - June 13)	<ul style="list-style-type: none"> <li>Structures with adverbial function: Adverb clauses</li> </ul>
<b>Week 14</b> (June 16 - June 20)	<ul style="list-style-type: none"> <li>Structures with adverbial function: Adverbial phrases <b>Students hand in project. (Upload to <i>Mediación</i>)</b></li> </ul>
<b>Week 15</b> (June 23 - June 27)	<ul style="list-style-type: none"> <li>Review</li> </ul>
<b>Week 16</b> (June 30 - July 4)	<ul style="list-style-type: none"> <li><b>Second Exam (In-class)</b></li> </ul>

**Final grades:** → July 8<sup>th</sup> at the latest

**Ampliación exam:** → July 16, 9 a.m. **Room to be announced**