

**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 Syllabus**

<b>Course: English Grammar IV</b>	<b>Requisites: LM-1351, LM-1352, LM-0354 or LM-1353</b>
<b>Code : LM-0355</b>	<b>Correquisites: None</b>
<b>Credits: 2</b>	<b>Cycle: VI</b>
<b>Class time: 3 hours in-class work, 6 hours out-of-class work</b>	<b>Type: Mixed</b>
<b>Level: Third year</b>	<b>Modality: High-virtual</b>

**I. Description**

The English Grammar IV course is for third-year students of English as a foreign language. It combines both traditional descriptive grammar with principles of functional grammar to show how English sentences are constructed taking into account patterns that form units of meaning. This course has to do with the formal study of the English syntax, and it pays special attention to the variety of structures that make up complex sentences in various contexts. The goal of the course is to improve students' understanding of English grammar and their ability to select certain syntactic patterns in both oral and written communication. The principles of *focus on form* are used to show the students different grammatical points that are important in discourse in different contexts. This course is taught mostly virtually. However, the course includes some face-to-face on-campus. The university platform "Mediación Virtual" will be used to share relevant information, complete exercises, and share material with students. It will also be used to complete some evaluations on campus.

**II. Objectives**

**General**

At the end of the course, the students will be able to talk about the elements that make a sentence grammatical and appropriate following the principles of syntactic argumentation and analyzing the elements that constitute a sentence (e.g. subjects, verbs and complements).

**Specific**

At the end of the course, the students will be able to

- A. Apply syntactic argumentation to the analysis of a variety of elements of English syntax to

- determine the correct verb according to its meaning and syntactic category.
- B. Use stative verbs and causative verbs in simple and complex sentences correctly.
  - C. Use phrasal, prepositional and phrasal prepositional verbs according to their syntactic category (transitive and intransitive) and semantics (compositional, semi-compositional, and non compositional) correctly.
  - D. Produce complex sentences using various clauses, phrases and sentence patterns correctly.
  - E. Produce complex sentences according to the transformations of sentence patterns correctly.
  - F. Write a short text on a current event using copulative, transitive, stative, causative phrasal, prepositional, and phrasal prepositional verbs correctly.

### **III. Contents**

1. Types of verbs: copulative, transitive, intransitive, ditransitive and complex transitive
2. Stative verbs and causative verbs
3. Phrasal verbs, prepositional verbs, and phrasal prepositional verbs
  - a) Phrasal verbs: separable and non-separable
  - b) Phrasal verbs: transitive and intransitive
  - c) Semantic categories of phrasal verbs
4. The ten basic sentence patterns
5. Transformations of sentence patterns
  - a) The transformation of interrogative sentences
  - b) The transformation of imperative sentences
  - c) The transformation of exclamatory sentences
  - d) The transformation of cleft sentences and expletives
  - e) Fronting and emphasis of adverbial structures

### **IV. Methodology**

Classes will consist of virtual classes; however, the course includes face-to-face on-campus sessions. The methodology is based on the presentation of contents by the instructor and their discussion in classes. Discussions may be carried out in pairs or small groups so that the students later share their answers with the rest of the class, or as a whole class. The students will complete structured lessons in which they will study the theory and solve exercises. To develop the class coherently and as part of their homework, the students are expected to study and read before each class so that they are ready to participate actively and to do the assigned exercises. The students have to participate actively in the discussion of the subject matter and in the solution to exercises.

The students will be given different texts and assignments that will help them understand the structures in different contexts of the written and oral discourses. They will also be asked to show their understanding of the studied subject matter in the production of text. The students are responsible for getting the course material and for doing the assigned exercises. Mediación

Virtual may be used to upload materials and assignments, do evaluations, share evaluation announcements, and share additional exercises. It may also be used to complete some evaluations on campus. It is recommended that the students get a good monolingual English dictionary.

## V. Evaluation

Quizzes (minimum 3) 30%

Exam 1 30%

Exam 2 30%

Project 10%

Quizzes and exams will be administered **face-to-face** and on campus during class time.

Project description: The students will work in groups (the number of students will be decided by the instructor) to generate a product based on the course contents. The project will be a written text about a current event. The instructor will hand in an evaluation scale and the guidelines for the project accordingly.

### Evaluation notes:

1. If a student is absent to a test or quiz, he or she must send the corresponding document(s) to his or her instructor, who will decide if the make-up of the test or quiz is viable based on *artículo 24 del Reglamento de Régimen Académico Estudiantil*.
2. Instructors have ten (**10**) working days to hand in any test or graded assignment according to article 22 of *Régimen Académico Estudiantil*.

## VI. Bibliography

The course packet of the course includes extracts from the following authors:

Kolln, M. & Funk, R. (2012). Understanding English Grammar (9<sup>th</sup> Ed.). Longman.

Kolln, M. & Funk, R. (2012). Exercises for Understanding English Grammar (9<sup>th</sup> Ed.). Longman.

Foley, M. & Hall, D. (2008). Advanced Learners' Grammar: A Self-study Reference & Practice Book with Answers. Longman.

Frodesen, J. & Eyring J. (2000). Grammar Dimensions 4 (Platinum Ed.). Heinle & Heinle.

Thewlis, S. (2000). Grammar Dimensions 3 (Platinum Ed.). Heinle & Heinle.

Downing, A. & Locke, P. (2006). English Grammar: A University Course. Routledge.

Lester, M. (2012). English Verb Tenses Up Close. McGraw-Hill.

Liu, D. & Myers, D. (2018). The most-common phrasal verbs with their key meanings for spoken and academic written English: A corpus analysis. *Language Teaching Research*, 24(3), 403-424. <https://doi.org/10.1177/1362168818798384>

**Additional references:**

Celce-Murcia, M., & Larsen-Freeman, D. (1999). The Grammar Book (2<sup>nd</sup> Ed.).

Heinle & Heinle.

Maurer, J. (2000). Focus on Grammar. Addison Wesley Longman.

Workman, G. (1996). Making Headway: Phrasal Verbs and Idioms, Advanced. Oxford University Press

**VII. Tentative timetable**

WEEK	DATE	ACTIVITIES AND CONTENTS
1	March 10-14	Introduction to the course Types of verbs: copulative, transitive, intransitive, ditransitive, and complex transitive  (Face-to-face)
2	March 17-21	Types of verbs: copulative, transitive, intransitive, ditransitive, and complex transitive
3	March 24-28	Stative verbs and causative verbs <b>Quiz 1:</b> <i>Types of verbs: copulative, transitive, intransitive, ditransitive and complex transitive</i>  (Face-to-face)
4	March 31- April 04	Stative verbs and causative verbs
5	April 07-11	Phrasal, prepositional, and phrasal prepositional verbs
	April 14-18	<b>Easter</b>
6	April 21-25 (Semana U)	Phrasal, prepositional, and phrasal prepositional verbs

7	April 28 - May 02	<p>Phrasal, prepositional, and phrasal prepositional verbs</p> <p><b>Quiz 2:</b> <i>Stative verbs and causative verbs, phrasal, prepositional, and phrasal prepositional verbs</i></p> <p><b>Project is assigned.</b></p> <p>(Face-to-face)</p>
8	May 05-09	Basic sentence patterns
9	May 12-16	<p><b>Exam 1</b></p> <p>(Face-to-face)</p>
10	May 19-23	Basic sentence patterns
11	May 26-30	Transformation of interrogative, imperative and exclamatory sentences
12	June 02-06	<p>Transformation of cleft sentences and expletives</p> <p><b>Quiz 3:</b> <i>Basic sentence patterns, Transformation of interrogative, imperative and exclamatory sentences</i></p> <p><b>Project is collected.</b></p> <p>(Face-to-face)</p>
13	June 09-13	Transformation of cleft sentences and expletives
14	June 16-20	Fronting and emphasis of adverbial structures
15	June 23-27	Fronting and emphasis of adverbial structures
16	June 30 - July 04	<b>Exam 2</b>

		(Face-to-face)
Monday, July 07	<b>Final grades</b>	
Tuesday, July 15	<b>9 a.m.</b> <b>Make-up exam</b> This will be an in-person on-campus evaluation. Room to be announced.	