

University of Costa Rica
School of Modern Languages
BA in English and BA in English Teaching

Name: English Grammar III	Requisites: LM-1240, LM-1245, LM-0353 o LM-1244
Course code: LM-0354	Co-requisites: None
Credits: 2	Cycle : V
3 hours a week for in-class work 3 hours a week for out-of-class work	Type : B.A. in English and B.A. in English Teaching
Level: Third year	100% on campus

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. This course will be taught 100% face to face on campus. The university platform “Mediación Virtual” will be used as a repository and to provide students additional material.

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

1. Analyze the meaning and use of modal auxiliaries and modal-like forms in context.
2. 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.
3. Use the passive voice showing its meaning in different contexts.
4. Recognize and use the subjunctive and indicative mood in various contexts.
5. 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 the UCR campus. Students will become aware of syntactical structures by using the focus on form approach. During the lessons there will be presentations, videos and group discussions to study the main theoretical grammar structures. Students will also do practice exercises 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 in the online site of the course in *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 actively participate in class discussions. All evaluations will be paper based and administered on campus.

V. Evaluation

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:

- Every student is subject to the rules included in the “Reglamento de Régimen Académico Estudiantil de la Universidad de Costa Rica.” (RRAE)
- Absences on scheduled evaluation days must be justified by presenting the required documents to the instructor (see article 24, RRAE).
- The submission of work generated partially or entirely by AI technologies (e.g., ChatGPT) is strictly prohibited. The assignments are designed to assess students’ individual abilities; therefore, the use of AI constitutes academic misconduct. Plagiarism, a serious academic offense, will be handled in accordance with the Reglamento Académico Estudiantil. Any plagiarized work will receive a zero, and the violation will be formally recorded in the student’s academic file.

VI. Bibliography

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

Supplementary reference material:

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

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

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

Fuchs, M.; Bonner, 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

Oxford. (2010). *Oxford advanced learner’s dictionary: International student’s edition*. (8th ed.). New York: author.

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.

VII. Other resources

Supplementary material provided by the instructor

VIII. Tentative chronogram

WEEK	ACTIVITIES AND TOPICS
1. March 09–13	<ul style="list-style-type: none">○ Introduction to the course Modal auxiliaries○ Modals: <i>will, can, could, would, must</i>
2. March 16–20	<ul style="list-style-type: none">○ Modal auxiliaries <i>shall may, might, should, ought to</i>○ Past constructions: <i>modal + have + past participle</i>
3. March 23–27	<ul style="list-style-type: none">○ Modal-like forms: <i>be able to, can't help, can but, can hardly and barely, would like, would rather, would sooner</i>
March 30–April 03 Easter	NO CLASS
4. April 06–10	<ul style="list-style-type: none">○ Modal-like forms: <i>be used to, used to, get used to, may as well, might as well, had better, be to</i>
5. April 13–17	Quiz #1: modals and modal-like forms <ul style="list-style-type: none">○ Indirect speech
6. April 20–24 Semana U	<ul style="list-style-type: none">○ Indirect speech
7. April 27–May 01 May 1st Holiday	<ul style="list-style-type: none">○ The passive voice○ The construction of the passive voice

8. May 04–08	<ul style="list-style-type: none"> ○ Usage of the passive voice ○ Ditransitive verbs and the passive voice
9. May 11–15	<p>Exam 1</p> <p>Modals, modal-like expressions, past constructions with modals and indirect speech.</p>
10. May 18–22	<ul style="list-style-type: none"> ○ Modifiers in passive ○ Negative particle and passive voice <p>Teacher will give instructions for the project.</p>
11. May 25–29	<ul style="list-style-type: none"> ○ Quiz #2: passive voice ○ The indicative and the subjunctive mood ○ The subjunctive and that-noun clauses
12. June 01–05	<ul style="list-style-type: none"> ○ The subjunctive in wish sentences (future, present and past) <p><i>Wish versus hope</i></p>
13. June 08–12	<ul style="list-style-type: none"> ○ Conditional sentences in the indicative mood ○ Different tenses <p>Students submit project.</p>
14. June 15–19	<ul style="list-style-type: none"> ○ Quiz #3: subjunctive mood vs indicative mood ○ Conditional sentences in the subjunctive mood
15. June 22–26	Substitutes and alternate forms of <i>if</i>
16. June 29 July 03	<p>Exam 2</p> <p>Passive voice, indicative vs subjunctive, conditional sentences and alternate forms of <i>if</i>.</p>

Final grades: → Friday, July 3rd

Ampliación exam: → Monday, July 13th, 9:00 am (room to be announced)