

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

<b>Name: English Grammar III</b>	<b>Requisites: LM-1240, LM-1245, LM-0353 o LM-1244</b>
<b>Course code: LM-0354</b>	<b>Co-requisites: None</b>
<b>Credits: 2</b>	<b>Cycle : V</b>
<b>3 hours a week for in-class work</b> <b>3 hours a week for out-of-class work</b>	<b>Type : B.A. in English and B.A. in English Teaching</b>
<b>Level: Third year</b>	<b>Delivery Mode: High Virtual</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. This course will be high virtual. This implies, according to UCR resolution VD-12784-2023, that some lessons will be held on campus and the rest of the lessons will be virtual (synchronous or asynchronous). The details about lesson distribution are provided in the course timetable. The university platform *Mediación Virtual* will be used to run the course and the *Zoom* platform will be used to meet during synchronous lessons.

### **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 virtual synchronous sessions, guides to asynchronous tasks, and 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 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. Given that this is a high-virtual course, authentic materials for grammatical analysis, assignments, and additional resources will be posted in the online site of the course in *Mediación Virtual* (MV). 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 administered on campus. They may be printed or online. Students will not be allowed to take any evaluation remotely.**

All on-campus classes are indicated in the timetable below. The remote virtual classes may include both synchronous and asynchronous sessions (specified in *Mediación Virtual* before each class). Synchronous sessions are not going to be recorded. However, if there is a need for synchronous evaluations, they will be recorded, and students must keep their cameras on. Students are not allowed to record or share any digital material generated during synchronous sessions. Even though the chronogram indicates the dates for the face-to-face sessions, they may change due to the pacing of the course and/or the professor's criteria. Thus, students enrolled in the course must not schedule other activities during class time that will prevent them from attending face-to-face classes as instructed. *Mediación Virtual* will be used as a platform for holding virtual sessions and for submitting evaluations. Assessable complementary material (external links, practices, and resources) will also be shared via *Mediación Virtual*.

#### 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. For this 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:**

- The guidelines for each evaluation will be given through *Mediación Virtual*, not in the course program.
- 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*.
- The submission of work generated partially or entirely by AI technologies (e.g., ChatGPT) is strictly prohibited. The assignments are designed to assess students' 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.
- Every student is subjected to the rules included in *Reglamento de Régimen Académico Estudiantil* de la Universidad de Costa Rica.

**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* (4<sup>th</sup> 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

Oxford. (2010). *Oxford advanced learner's dictionary: International student's edition*. (8<sup>th</sup> 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 timetable<sup>1</sup>

WEEK	ACTIVITIES AND TOPICS
1. March 09	<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>
2. March 16	<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>
3. March 23	<ul style="list-style-type: none"><li>○ Modal-like forms: <i>be able to, can't help, can but, can hardly and barely, would like, would rather, would sooner</i></li></ul>
	<b>Easter Break</b> (March 30–April 03)
4. April 06	<ul style="list-style-type: none"><li>○ Modal-like forms: <i>be used to, used to, get used to, may as well, might as well, had better, be to</i></li></ul>
5. April 13 <b>On campus</b>	<ul style="list-style-type: none"><li>○ Indirect speech</li><li>○ <b>Quiz #1: modals and modal-like forms</b></li></ul>
6. April 20 <b>Semana U</b>	<ul style="list-style-type: none"><li>○ Indirect speech</li></ul>

<sup>1</sup> This timetable is tentative and subject to changes as deemed appropriate by the professor. The specified dates will be held on campus.

7. April 27	<ul style="list-style-type: none"> <li>○ The passive voice</li> <li>○ The construction of the passive voice</li> </ul>
8. May 04	<ul style="list-style-type: none"> <li>○ Usage of the passive voice</li> <li>○ Ditransitive verbs and the passive voice</li> </ul>
9. May 11 <b>On campus</b>	<ul style="list-style-type: none"> <li>○ <b>Exam 1</b></li> <li>○ <b>Modals, modal-like expressions, past constructions with modals and indirect speech.</b></li> </ul>
10. May 18	<ul style="list-style-type: none"> <li>○ Modifiers in passive</li> <li>○ Negative particles and passive voice</li> <li>○ <b>The professor will give instructions for the project.</b></li> </ul>
11. May 25 <b>On campus</b>	<ul style="list-style-type: none"> <li>○ <b>Quiz #2: passive voice</b></li> <li>○ The indicative and the subjunctive mood</li> <li>○ The subjunctive and that-noun clauses</li> </ul>
12. June 01	<ul style="list-style-type: none"> <li>○ The subjunctive in wish sentences (future, present and past)</li> <li>○ <i>Wish</i> versus <i>hope</i></li> </ul>
13. June 08	<ul style="list-style-type: none"> <li>○ Conditional sentences in the indicative mood (different tenses)</li> <li>○ <b>Students submit project</b></li> </ul>
14. June 15 <b>On campus</b>	<ul style="list-style-type: none"> <li>○ <b>Quiz #3: subjunctive mood vs indicative mood</b></li> <li>○ Conditional sentences in the subjunctive mood</li> </ul>
15. June 22	<ul style="list-style-type: none"> <li>○ Substitutes and alternate forms of <i>if</i></li> </ul>
16. June 29 <b>On campus</b>	<ul style="list-style-type: none"> <li>○ <b>Exam 2</b></li> <li>○ Passive voice, indicative vs subjunctive, conditional sentences, wish, and alternate forms of <i>if</i>.</li> </ul>

Final grades: Friday, July 3rd

Ampliación exam: Monday, July 13<sup>th</sup>, 9:00 am (on campus. Room to be announced)