

UNIVERSIDAD DE COSTA RICA  
CIUDAD UNIVERSITARIA CARLOS MONGE ALFARO  
DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS  
SECCION DE LENGUAS MODERNAS  
Lic. Helen Mejía P.

**DOCUMENTO: Programa Del curso**

**IO 5220 WRITTEN COMMUNICATION III – Por Suficiencia**

**Créditos: 4**

**DESCRIPCION DEL CURSO:**

Este curso continúa el proceso de composición, ejercitando al estudiante en el manejo de estructuras gramaticales y promoviendo el uso de vocabulario de un nivel intermedio.

**BASE PREVIA:**

El estudiante deberá tener como base todos los conocimientos adquiridos en los cursos anteriores

**OBJETIVOS GENERALES:**

El estudiante será capaz de:

1. Transmitir información e ideas sobre temas abstractos y concretos.
2. Expresarse con claridad y precisión en forma escrita.
3. Presentar los trabajos con correcta puntuación y ortografía.
4. Revisar y practicar aspectos gramaticales.
5. Leer textos para localizar información general y específica.

**OBJETIVOS ESPECÍFICOS:**

El estudiante será capaz de:

1. Distinguir y analizar diferentes tipos de párrafos con sus respectivos elementos: introducción, desarrollo, conclusión, ideas principales y secundarias, tópico del párrafo.
2. Desarrollar párrafos coherentes, con buena organización, y usando un vocabulario adecuado al nivel.
3. Describir o narrar claramente, expandiendo y apoyando las ideas principales con detalles y ejemplos relevantes.
4. Escribir ensayos cortos de varios párrafos con claridad, buena presentación, ortografía, puntuación y sintaxis correcta. **Identificar sus partes.**
5. Dar un uso adecuado a las comillas, y parafrasear efectivamente.
6. Conocer diferentes técnicas de lectura que faciliten la comprensión de los textos.

7. Revisar aspectos gramaticales como: estructura básica de la oración, modificadores, tiempos verbales, verbos auxiliares, voz pasiva y voz activa, sustantivos contables y no contables, adjetivos y pronombres indefinidos, artículos, unidades de medida.

#### CONTENIDOS:

Se estudiarán los capítulos 1, 2, 3, 4, 5 y 6 de los libros: *Mosaic 1- Writing* y *Mosaic 1- Grammar*. Además, se incluirán algunas lecturas del libro *Mosaic 1- Reading*.

#### EVALUACION:

SE REALIZARÀ UN ÚNICO EXAMEN CON UN VALOR DEL 100% DE LA NOTA TOTAL. El estudiante aprobarà el curso si obtiene una calificación de 70 o mayor. No habrá posibilidad de realizar examen de ampliación.

#### BIBLIOGRAFÍA:

Blass, Laurie y Meredith Pike-Baky. 2002. *Mosaic 1 - Writing*. 4<sup>th</sup> Edition. New York: Mc Graw Hill Companies, Inc.

Wegmann, Brenda y Miki Knezevic. 2002. *Reading*. 4<sup>th</sup> Edition. New York: Mc Graw Hill Companies, Inc.

Werner, Patricia K y Lou Spaventa. 2002. *Mosaic 1- Grammar*. 4<sup>th</sup> Edition. New York: Mc Graw Hill Companies, Inc.

Diccionario Webster inglés- inglés. (obligatorio) (Sugerencia: *Webster II- New Riverside Dictionary*).

#### REFERENCIA:

Azar, Betty Schramper. 1984. *Basic English Grammar*. New Jersey: Prentice Hall Regents.

Azar, Betty Schramper. 1985. *Fundamentals of English Grammar*. New Jersey: Prentice Hall Regents.

Diccionario *Webster Thesaurus*

Molinsky, Steven J. y Bill Bliss. 1994. *Word by Word: Picture Dictionary*. New Jersey: Prentice Hall Regents.

Reid, Joy M. 1994. *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regents.



Resumen de los temas gramaticales que deben de dominar los estudiantes de IO 5410 – Comunicación Oral II – 2004, incluidos en los textos *Interactions 1 Grammar* e *Interactions 2 Writing*:

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| Verb to be: present and past  | <ul style="list-style-type: none"> <li>- Affirmative and negative statements, contractions</li> <li>- Yes/No questions and short answers</li> <li>- Question words: who, whom, what, where, when, why, how, whose</li> <li>- Information questions: affirmative and negative</li> </ul>   |
| Simple present tense  | <ul style="list-style-type: none"> <li>- The imperative form: instructions, orders, and suggestions</li> <li>- Affirmative and negative statements</li> <li>- Yes/No questions and short answers</li> <li>- Question words: who, whom, what, where, when, why, how, how much, how many</li> </ul>   |
| Spelling rules for -s endings   | <ul style="list-style-type: none"> <li>- For the third-person singular verb form</li> </ul>   |
| Pronunciation   | <ul style="list-style-type: none"> <li>- The -s ending</li> </ul>   |
| Frequency adverbs   | <ul style="list-style-type: none"> <li>- Affirmative and negative: always, often, sometimes, occasionally, rarely, never, ever, usually</li> <li>- Questions and answers</li> </ul>   |
| Pronouns  | <ul style="list-style-type: none"> <li>- Personal pronouns: subject pronouns, object pronouns</li> <li>- Possessive adjectives and pronouns</li> <li>- Reflexive</li> </ul>   |
| There is / there are  | <ul style="list-style-type: none"> <li>- Affirmative and statements, affirmative and negative questions</li> </ul>  |
| Possessive nouns  | <ul style="list-style-type: none"> <li>- Singular and plural</li> </ul>   |
| Present continuous tense  | <ul style="list-style-type: none"> <li>- Affirmative and negative statements</li> <li>- Yes/No questions</li> <li>- Information questions</li> </ul>  |
| Spelling rules for -ing verbs   | <ul style="list-style-type: none"> <li>- Silent -e, -ie, one syllable or consonant, accented syllable, other verbs, exceptions</li> </ul>   |
| Nonaction verbs   | <ul style="list-style-type: none"> <li>- Verbs that express feeling or thought, possession, sensory perception</li> </ul>   |
| Modals  | <ul style="list-style-type: none"> <li>- Forms and patterns: can, may, might, will: affirmative, negative</li> <li>- Yes/No questions</li> <li>- Information questions</li> <li>- Meanings</li> </ul>   |
| Count and noncount nouns  | <ul style="list-style-type: none"> <li>- Singular, plural</li> </ul>  |
| Expressions of quantity   | <ul style="list-style-type: none"> <li>- Some, any: affirmative, negative, questions</li> <li>- A lot of, many, much: affirmative, negative, questions</li> <li>- A few, a little</li> </ul>  |
| Common units of measure   | <ul style="list-style-type: none"> <li>- Bag, bar, bottle, etc.</li> </ul>  |
| Showing contrast  | <ul style="list-style-type: none"> <li>- <i>Unlike</i> + noun phrase</li> <li>- While</li> <li>- In contrast</li> <li>- On the other hand</li> </ul>  |
| Comparisons   | <ul style="list-style-type: none"> <li>- Simple form</li> <li>- As + adjective / adverb + as</li> <li>- Adjective / adverb + -er (than)</li> <li>- More / less + adjective / adverb (+than)</li> <li>- Rules</li> <li>- As much / as many ... as; more / less / fewer ... than</li> <li>- Expressing similarities with <i>so</i> and <i>too</i>; <i>either</i> and <i>neither</i>: with be and auxiliary verbs</li> <li>- Expressing contrasts with <i>but</i>: with be and auxiliary verbs</li> <li>- Both</li> </ul>                          |
| Modal verbs: could, would, will, can; may, should, had better, have to, must, ought to, might | <ul style="list-style-type: none"> <li>- Requests, offers, permission</li> <li>- Affirmative and negative statements</li> <li>- Contractions with subject pronouns</li> <li>- Obligations and opinions</li> </ul>   |
| Future verb forms   | <ul style="list-style-type: none"> <li>- Be going to: *statements: predictions, plans and intentions<br/>*Yes/No questions: affirmative, negative<br/>*Information questions: affirmative, negative</li> <li>- The simple future tense: *statements: intentions, offers and promises, predictions, requests<br/>*Yes/No questions: affirmative and negative<br/>*Information questions: affirmative and negative</li> <li>- The present continuous to express future time</li> <li>- The simple present tense to express future time</li> </ul> |
| Phrasal verbs: forms  | <ul style="list-style-type: none"> <li>- Inseparable phrasal verbs</li> <li>- Separable phrasal verbs</li> <li>- Meanings</li> </ul>  |
| Prepositions of place and time  | <ul style="list-style-type: none"> <li>- Prepositions of place: in, on, at, between, near, far from, next to, across from, under, over</li> <li>- Prepositions of time: in, on, at, from ... to, during, until, before, after</li> </ul>  |
| Articles  | <ul style="list-style-type: none"> <li>- a / an, Ø</li> <li>- The, Ø</li> <li>- <i>The</i> with names: people, places, buildings, historical events</li> </ul>  |

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| Past tense verbs  | <ul style="list-style-type: none"> <li>- Affirmative and negative</li> <li>- Yes/No questions and short answers</li> <li>- Information questions</li> </ul>   |
| Spelling rules for the past tense of regular verbs            | <ul style="list-style-type: none"> <li>- -y, consonant + vowel + a consonant: one and two syllable verb</li> <li>- -e</li> <li>- -ed</li> </ul>   |
| Pronunciation note  | <ul style="list-style-type: none"> <li>- of past tense of regular verbs</li> <li>-</li> </ul>   |
| Expressions of time   | <ul style="list-style-type: none"> <li>- Past: yesterday, the day before yesterday, etc.</li> <li>- Present: right now, at this moment, etc.</li> <li>- Past to present: up until now, so far, etc.</li> <li>- General (unspecified): every day, once a week, etc.</li> </ul>   |
| Used to   | <ul style="list-style-type: none"> <li>- + simple form of regular and irregular verbs: statements, questions</li> <li>-</li> </ul>  |
| Irregular past tense verbs                                    | <ul style="list-style-type: none"> <li>- Cost, cut, hit, hurt, etc.</li> </ul>  |
| Connecting words  | <ul style="list-style-type: none"> <li>- Compound sentences with <i>and, but, or, and so</i></li> <li>- Complex sentences with <i>before, after, as soon as, and when</i></li> </ul>  |
| Past participles  | <ul style="list-style-type: none"> <li>- Regular verbs</li> <li>- Irregular verbs</li> </ul>  |
| Present perfect tense   | <ul style="list-style-type: none"> <li>- Statements: *actions or situations at an unspecified time in the past<br/>*repeated actions at unspecified times in the past</li> <li>- Yes/No questions: affirmative and negative</li> <li>- Information questions: affirmative and negative</li> <li>- Time expressions: <i>for, since, all, always</i></li> <li>- Time clauses with <i>since</i></li> </ul> |
| Adverbs used with the present perfect tense                   | <ul style="list-style-type: none"> <li>- Ever, never, already, just, recently, still and yet: questions, affirmative and negative statements</li> </ul>   |
| Superlative forms   | <ul style="list-style-type: none"> <li>- One-syllable adjectives and adverbs: the + adjective / adverb + est</li> <li>- Two-syllable adjectives: the + most / least + adjective / adverb</li> <li>- Other adjectives and adverbs</li> <li>- Irregulars</li> <li>- Nouns</li> </ul>  |
| Spelling rules for adjective /adverb + est                    | <ul style="list-style-type: none"> <li>- One-syllable</li> <li>- Two-syllable words</li> </ul>  |
| Verb + object + infinitive                                    | <ul style="list-style-type: none"> <li>- Advise, expect, remind, etc.</li> </ul>  |
| Tag questions   | <ul style="list-style-type: none"> <li>- Affirmative and negative</li> <li>- Short answers</li> </ul>   |
| Relative clauses  | <ul style="list-style-type: none"> <li>- <i>Who, that, and which</i> as subjects of relative clauses</li> <li>- Reduction of relative clauses to relative phrases</li> <li>- <i>Who(m), that, and which</i> as objects of relative clauses</li> </ul>   |
| Past continuous tense   | <ul style="list-style-type: none"> <li>- Statements: affirmative, negative</li> <li>- Yes/No questions: affirmative and negative</li> <li>- Information questions: affirmative and negative</li> </ul>  |
| Simple past vs. past continuous tenses                        | <ul style="list-style-type: none"> <li>- Affirmative, negative, questions</li> <li>- When and while</li> </ul>  |
| Infinitives   | <ul style="list-style-type: none"> <li>- After verbs</li> <li>- After adjectives</li> <li>- Of purpose</li> </ul>   |
| Present perfect continuous tense                              | <ul style="list-style-type: none"> <li>- Statements: to emphasize duration of an activity that started in the past and continues to the present</li> <li>- To express general activity that has been in progress recently</li> <li>- Yes/No questions, information questions</li> </ul>   |
| Present perfect continuous tense versus present perfect tense | <ul style="list-style-type: none"> <li>- Actions or situations that began in the past and continue to the present</li> </ul>  |
| Adverbs of degree   | <ul style="list-style-type: none"> <li>- <i>So, such, enough, and too</i></li> <li>-</li> </ul>   |
| Gerunds   | <ul style="list-style-type: none"> <li>- Gerunds and infinitives as subjects: affirmative statements, questions</li> <li>- Gerunds and prepositions: *Gerunds as objects of prepositions<br/>* Gerunds after adjectives with prepositions<br/>* Gerunds and phrasal verbs</li> <li>- In parallel constructions -ing and -ing</li> </ul>   |
| Common adjective-preposition combinations                     | <ul style="list-style-type: none"> <li>- Good at, adequate for, enough for, etc.</li> </ul>   |
| Grammar terms   | <ul style="list-style-type: none"> <li>- Singular, plural subject, verb, object, phrase, sentence</li> </ul>  |
| Common verb-adjective combinations                            | <ul style="list-style-type: none"> <li>- Believe in, succeed in, etc.</li> </ul>  |



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| Verbs and gerunds                                       | <ul style="list-style-type: none"> <li>- Verbs often followed by gerunds</li> <li>- Verbs often followed by gerunds or infinitives</li> <li>- Verbs before objects and gerunds</li> <li>- Verbs before objects and simple forms of verbs</li> </ul>  |
| Passive voice   | <ul style="list-style-type: none"> <li>- Introduction to the passive voice</li> <li>- Uses</li> <li>- Uses of <i>by + agent</i></li> <li>- With the simple present and simple past tenses</li> <li>- With the present perfect tense</li> <li>- With the present continuous tense</li> <li>- With modal auxiliaries: can, could, should, will</li> </ul>  |
| Verb complements  | <ul style="list-style-type: none"> <li>- Verb + to + verb</li> <li>- Verb + object + to + verb</li> <li>- Verb + verb-ing</li> <li>- Verb + object + verb-ing</li> <li>- Verb + object + verb</li> <li>-</li> </ul>  |
| Parts of speech   | <ul style="list-style-type: none"> <li>- Noun, verb, article, adjective, preposition, pronoun, conjunction, adverb</li> </ul>  |
| Sentence parts / word order                             | <ul style="list-style-type: none"> <li>- Subject + verb + phrase</li> <li>- Subject + verb + object</li> </ul>   |
| Numbers   | <ul style="list-style-type: none"> <li>- Cardinal</li> <li>- Ordinal</li> </ul>  |
| Calendar information                                    | <ul style="list-style-type: none"> <li>- Days of the week</li> <li>- Months of the year</li> <li>- Seasons</li> </ul>  |
| Giving reasons  | <ul style="list-style-type: none"> <li>- Because, so, therefore</li> <li>- Since</li> <li>- Because of + noun phrase</li> <li>- Because + clause</li> </ul>  |
| Transition words  | <ul style="list-style-type: none"> <li>- In addition, also, first of all, finally</li> <li>- As example, for example, for instance, furthermore, etc.</li> </ul>   |
| Making general statements                               | <ul style="list-style-type: none"> <li>- Use: frequency adverbs and / or quantifiers</li> </ul>  |
| Avoiding overgeneralizations                            | <ul style="list-style-type: none"> <li>- Instead of never, use: rarely, hardly ever, almost never, usually ... not</li> <li>- Instead of always, use: very few, hardly any, almost no, almost none</li> <li>- Instead of all, use: almost all, most, many, some</li> </ul>   |
| Varying word order in sentences                         | <ul style="list-style-type: none"> <li>- Topic sentence in mind</li> <li>- Correcting run-on sentences</li> <li>- Begin with dependent clauses or prepositional phrases</li> </ul>   |
| Past versus present perfect tense                       | <ul style="list-style-type: none"> <li>- past: completion of action, state, or time period (when the past time is mentioned)</li> <li>- -p.p.: incompletion of action, state, or time period (exact time is not important)</li> </ul>  |
| Present perfect versus present perfect continuous tense | <ul style="list-style-type: none"> <li>- with nonaction verbs: actions or situations that began in the past and have continued to the present or still true in the present</li> <li>- after verbs: live, make, study, thing word: use both</li> </ul>  |
| Past habits   | <ul style="list-style-type: none"> <li>- Would and used to</li> </ul>  |
| Varying word order                                      | <ul style="list-style-type: none"> <li>- <i>with</i> + noun phrase</li> </ul>  |
| Conditional mood  | <ul style="list-style-type: none"> <li>- if ....., (would, could, might)</li> </ul>  |
| Linking expressions                                     | <ul style="list-style-type: none"> <li>- also, another + noun, at the same time, besides + noun or noun phrase, etc.</li> </ul>  |
| Punctuation rules                                       | <ul style="list-style-type: none"> <li>- Period</li> <li>- Question mark</li> <li>- Exclamation point</li> <li>- Comma</li> <li>- Question marks</li> <li>- Apostrophes</li> <li>- Underlining</li> </ul>  |
| Capitalization rules                                    | <ul style="list-style-type: none"> <li>- First words</li> <li>- Personal names</li> <li>- Place names</li> <li>- Time word</li> <li>- Titles</li> <li>- Names of organizations</li> <li>- Other</li> </ul>   |
| Organizing ideas  | <ul style="list-style-type: none"> <li>- Arranging ideas in order of importance</li> <li>- Topic sentences</li> <li>- Adding details to a paragraph</li> <li>- Checking that all the details develop the topic sentence</li> <li>- Concluding sentences</li> <li>- Reactions to a reading selection</li> <li>- Analyzing the organization of a letter to the editor</li> <li>- Supporting an opinion with a general statement and examples</li> <li>- Supporting an opinion with predictions</li> <li>- Stating opinions: strong: emotional, moderate: logical</li> <li>- Limiting information</li> <li>- Using demonstratives to unify a paragraph: this, that, these, those</li> </ul> |

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|  | <ul style="list-style-type: none"><li>- Omitting unimportant ideas</li><li>- Correct capitalization</li><li>- Writing anecdotes</li><li>- Using details</li><li>- Omitting digressions and unimportant details</li><li>- Expanding a definition</li><li>- Listing information</li><li>- Clustering</li><li>- Choosing the correct part of speech</li><li>- Using specific details</li><li>- Using verbal adjectives to describe feelings -ed, -ing</li><li>- Keeping to one subject</li><li>- Dividing the composition into paragraphs</li><li>- Listing similarities and differences</li><li>- Obtaining information from pictures, diagrams, and tables</li><li>- Focussing on a topic</li><li>- Supporting an argument with examples</li><li>- Using transition and giving examples</li><li>- Using quotations and indirect speech</li><li>- Adding a title</li><li>- Discussing a news event</li><li>- Answering questions in an article about an event</li><li>- Determining realistic solutions</li><li>- Determining who your audience is</li><li>- Countering objections to your proposal</li><li>- Making an outline</li></ul> |
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Recordar: que el aprendizaje de una lengua extranjera hay que verlo de forma integral, y no se puede separar la parte escrita de la oral. O sea, para comunicarse en forma oral se debe de dominar la gramática.

