



Programa de la Asignatura: **LENGUA INGLESA IV**

Carrera: **Profesorado en Inglés**

Año de Cursado: **2025**

Ordenanza/Plan de estudio: **Ords. 430/09**

Régimen de cursado: **Anual**

Carga horaria: **7**

Departamento: **Lengua y Cultura Inglesa**

Área: **Lengua Inglesa**

Equipo de cátedra: **Mgtr. Silvia Gabriela Fernández - PAD 2 Regular**

**Dr. Gonzalo Espinosa - ASD3 Suplente**

## 1. COURSE DESCRIPTION

English IV is a skill-oriented course that follows the latest guidelines developed by the Common European Framework of Reference for Languages (2020) (CEFR) for a C2 level. In keeping with CEFR key aspects for learning and teaching, this course supports an action-oriented approach<sup>1</sup> (Piccardo, 2014), in which learners view language as a means of communication and thus, become language users and social agents who collaboratively participate in solving real-life tasks, express themselves and complete different types of tasks. On these grounds, we set out to enhance learners' perceptive and productive skills through hands-on practice and real-world application. In relation to the former, they examine authentic texts on general-interest issues according to some parameters such as the context, the topics, the function, purpose of the text, and the stylistic choices, including genre, tone, and register, among other variables. Basically, they view language as a tool for reflection and analysis as they assess the relevance of the linguistic, rhetorical, and discourse features selected by the speakers and writers of these texts. At the stage of production, they turn the language into a medium of expression; as speakers and/or writers, they are encouraged to show sensitivity to their own choice of lexis, grammatical patterns, stylistic devices, tone, and register to achieve the desired effect on their audience. Particularly, in the case of

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<sup>1</sup> This approach encompasses the pillars of the communicative approach, that is learner-centered teaching, oral interaction, and the authenticity of context and materials and it further extends these core issues to incorporate the concept of learners as social agents, learner agency, and the design of tasks that resemble real life rather than provide learners with an artificial aim for communication (Piccardo, 2014).

speaking, their attention is directed to observing and following the conventions of interactional and transactional discourse while fostering their critical thinking skills. Furthermore, following the central tenets of process writing, students are prompted to plan and draft their pieces as well as edit and assess them through self-assessment checklists and peer correction so that they can refine their monitoring skills and gain autonomy as language learners.

Project work focused on topics relevant to the content of each of the four units also takes centre stage in this classroom. This type of work provides students with plenty of opportunities to think critically and integrate their language skills in natural contexts while working collaboratively with their peers.

Additionally, they further expand their communicative competence on the basis of the expectations for a C2 level. As to their linguistic competence, they widen their grammatical and lexical range, increase their grammatical accuracy and take greater vocabulary and phonological control. They also develop deeper sensitivity to appropriateness as part of their sociolinguistic competence and sharpen their ability as writers and speakers to use language effectively in a defined socio-cultural context through a pragmatic approach. The criteria for the selection of the teaching points for each of the units is strictly linked to their relevance and usefulness for the topics under discussion, the completion of the different tasks, and the goal level. Finally, in line with the vision of the learner as a social agent in this action-oriented approach, they also draw on their linguistic and cultural resources and experiences so that they can fully participate in social and educational contexts, grow in mutual understanding and broaden their own knowledge in these areas.

To conclude, our proposal is congruent with the premise that the development of our learners' macro-skills can optimise their active use of the processes and strategies that are typically involved in the reception and construction of texts in relation to particular topics and genres. It also clings to the belief of inspiring autonomous lifelong learning in our learners: if they are guided to set their own learning goals, reflect on their progress, and act according to their language needs, they will amass a set of learning skills and tools that they will find useful while doing this course and in their not-too-distant lives as English teachers.

## 2. GOALS AND OBJECTIVES

The goals and objectives for this skill-oriented course have been delineated on the basis of the descriptors and guidelines provided by the CEFR (2020) for a C2 level.

### **3.a Reading:**

By the end of the course, these students will be able to

- ✓ understand abstract, structurally complex, or highly colloquial literary and non-literary texts, particularly feature articles in the last

### **3.b Listening:**

By the end of this course, these students will be able to

- ✓ understand enough to follow extended discourse on abstract and complex topics beyond their own field, whether live or broadcast,

<p>case.</p> <ul style="list-style-type: none"> <li>✓ appreciate subtle distinctions of style and both implicit and explicit meaning.</li> </ul>	<p>delivered at a natural speed.</p>
<p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>✓ They will actively construct meaning on the basis of their expectations, inferences, and prior knowledge.</li> <li>✓ They will identify the central idea and purpose of the text and support their analysis with convincing evidence. <ul style="list-style-type: none"> <li>✓ They will explain the way facts and arguments are presented and point out implications.</li> </ul> </li> <li>✓ They will show comprehension beyond the literal meaning of selected words and phrases in a text.</li> <li>✓ They will recognize less noticeable aspects of the text, such as the use of rhetorical devices and the tone of the text and discuss their relevance. <ul style="list-style-type: none"> <li>✓ They will improve and widen their repertoire of reading and listening strategies.</li> </ul> </li> <li>✓ They will adopt a proactive attitude towards an effective selection and application of reading and listening strategies.</li> </ul>	

<p><b>3.d Writing:</b></p> <p>By the end of this course, these students will be able to</p> <ul style="list-style-type: none"> <li>✓ produce clear, smoothly flowing, complex non-fictional pieces with a logical structure and with an appropriate and effective style, both of which can help the reader identify the most relevant points.</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>✓ They will show understanding of the benefits of the brainstorming and planning stages for their texts.</li> <li>✓ They will consider the target audience and purpose of their texts.</li> <li>✓ They will sharpen their ability to frame an effective thesis statement for their texts.</li> <li>✓ They will write a suitable introduction and conclusion to a complex text.</li> </ul>	<p><b>3.c Speaking:</b></p> <p>By the end of this course, these students will be able to</p> <ul style="list-style-type: none"> <li>✓ produce clear, smoothly flowing, well-structured discourse in transactional tasks with a logical structure which can help the recipient to identify and remember significant points.</li> <li>✓ express themselves at length in interactional tasks with an effortless, unhesitating flow and natural pauses to find an appropriate example or explanation or choose the best means to convey their thoughts.</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>✓ They will cultivate their awareness of the social conventions and rules of behaviour underlying spoken interaction.</li> <li>✓ They will learn to express their ideas in a clear and well-structured speech, while taking care of grammar, breadth and depth of vocabulary,</li> </ul>
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<ul style="list-style-type: none"> <li>✓ They will expand and support the main points in their texts with relevant reasons and examples.</li> <li>✓ They will organise their ideas into a coherent text, using a variety of cohesive devices and organisational patterns.</li> <li>✓ They will logically order and effectively connect their ideas within paragraphs and in relation to their thesis statement.</li> <li>✓ They will be prompted to employ complex grammatical structures and appropriate vocabulary with confidence and flexibility.</li> <li>✓ They will monitor and tidy up their texts through self and/ or peer correction.</li> </ul>	<p>pronunciation, prosody, and the style and register relevant for the context.</p> <ul style="list-style-type: none"> <li>✓ They will use their extensive stock of idiomatic expressions and colloquialisms to formulate their ideas without having to restrict what they want to say.</li> <li>✓ They will show understanding of literal and figurative language and connotation.</li> <li>✓ They will take on different roles according to the needs of the people and situations involved and shape successful communication even though there may be individual, sociocultural, sociolinguistic, or intellectual differences.</li> <li>✓ They will reflect on how to deal with complex or sensitive issues and difficult questions confidently.</li> <li>✓ They will show awareness of cultural differences and make the necessary adjustments in order to prevent and/or repair cultural misunderstandings.</li> <li>✓ They will identify similarities and differences between languages in their plurilingual repertoire and explain the different contributions made.</li> </ul>
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### 3. CONTENTS

This subject aims at developing and integrating these four major strands, which have been put forward by Nation (2007):

1. learning from meaning-focused input (listening and reading)
2. learning from meaning-focused output (speaking and writing)
3. language-focused learning (giving deliberate attention to the different components of their communicative competence)
4. fluency development (building ease and confidence at receiving and producing language in all four skills)

English IV students will be offered a balance of opportunities for learning across the four strands mentioned above throughout the academic year. In view of this, *Unit 4 Humanity*, *Unit 5 Influence*, *Unit 7 Choice* (for regular students), and *Unit 2 Culture* (for extra-mural students) in *Speak Out 3<sup>rd</sup> Edition C1-C2* (Lynda Edwards, Frances Eales, & Steve Oakes, 2023) will serve as springboards for the introduction and discussion of the main central issues in them and the exploration of language-related content. Each of these units is accompanied by supplementary material. These thematic units, which are called *In-Class Resource Packs*, have been designed to maximize exposure to authentic fictional and non-fictional texts and audiovisual material and guide learners through different tasks that cater for their interests and linguistic/academic needs in the best possible way. Additionally, with the aim of recycling relevant-to-the-units grammar points and widening their vocabulary range, a compilation of units from different textbooks has been included on the last page of these resource packs. In relation to their vocabulary expansion, we will follow the latest trend in vocabulary learning and teaching (Lewis, 1993, 1997 & 2000), Hoey (2005), Meunier & Granger (2008), and Schmitt (2010)) which has broadened the scope to include not only isolated words but also formulaic sequences. These (relatively) fixed strings of words (Wray, 2002, 2008), such as idioms, collocations, phrasal verbs, and chunks, play a pivotal role in a learning environment as they “contribute to their fluent speaking and writing” and “make listening and reading easier” (Lindstromberg & Boers, 2008, pp. 8-9). It is important to mention that because of the load of extensive reading, viewing material, and writing tasks, substantial work outside the class is required on the part of the students. The charts below illustrate the organization and content of the different units in detail.

## UNIT 1 HUMANITY

U N I T 1 H U M A N I T Y	Texts			Linguistic Focus		Receptive Skills		Productive Skills	
	General-Interest	Fictional	Audiovisual	Grammar	Vocabulary	Reading	Listening	Speaking	Writing
	<p>1. Stranger Things review, season 4 volume 2: The show's lavish yet intimate return is a near faultless crowd pleaser</p> <p>2. 3 Body Problem Review: Game of thrones creators return with dull, perplexing sci-fi for Netflix</p> <p>3. Kingdom of the Planet of the Apes review – future simians swing through cinematic jungle</p>	<p><b>Short Stories</b> IN-CLASS ANALYSIS</p> <p><i>2BR02B</i> (K. Vonnegut)</p> <p><i>Transcript of Interaction Between Astronaut Mike Sudderman and On-Star Hands-Free AI Crash Advisor</i> (Grady Hendrix)</p> <p><i>Wikihistory</i> (D. Warzel)</p> <p><i>In the Forest of Memory</i> (E. Yu)</p> <p><i>Emergency Contact</i> (M. Tan)</p> <p><i>Homesick</i> (S. Gailey)</p>	<p><b>Films</b> IN-CLASS ANALYSIS</p> <p><i>After Life</i> (Season 1 Episodes 5 &amp; 6 Netflix series)</p> <p>Selected TED Talks</p> <p><i>How schools can nurture every student's genius</i> (T. Dziko)</p> <p><i>Online learning could change academia for good</i> (T. Dewitt)</p> <p><i>How to teach kids to talk about taboo topics</i> (L. Kleinrock)</p>	<p><b>Advanced Learner's Grammar</b></p> <p>U 3 Past to perfect tenses U 4 The future (1) U 5 The Future (2) U 12 -ing forms and infinitives</p> <p><b>KEY</b></p>	<p><b>Eng Idioms in Use (Advanced)</b></p> <p>U 24 Science and technology U 25 Film, plays and books U 42 Advising &amp; Warning</p> <p><b>English Collocations in Use (Advanced)</b></p> <p>U 13 New Employment U 29 Film and book reviews U 36 Science and Technology U 53 Cause and Effect</p> <p><b>English Phrasal Verbs in Use (Advanced)</b></p> <p>U 29 Discussing problems</p> <p><b>KEY</b></p>	<p>Identify the thesis and purpose of reviews</p> <p>Reconstruct the macrostructure of reviews</p> <p>Comment on connotation and denotation and literal and figurative meaning.</p> <p>Analyse the reviewer's use of rhetorical devices.</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Recognise attitudes from speakers</p> <p>Recognise organisational cues</p> <p>Distinguish between facts and opinions</p> <p>Use note-taking strategies to organise information</p>	<p>Share and debate opinions</p> <p>Discuss preferences and alternatives</p> <p>Take notes to prepare for a presentation or group discussion</p> <p><b>Activities</b> Individual and collaborative tasks related to the main topic(s) of the unit</p> <p>In-class discussion of controversial issues</p> <p>Team and individual oral presentations</p>	<p><b>Reviews</b> Brainstorm ideas</p> <p>Plan, draft and edit their texts</p> <p>Adopt self-assessment checklists</p> <p>Promote peer-editing</p>
				<b>Punctuation</b>					
				Commas & Semi-colons					

## UNIT 2 INFLUENCE

	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
U N I T 2  I N F L U E N C E	1. Why is Elon Musk taking away our ability to snoop on our exes?	<b>Short Stories</b> In-class analysis  <i>Zero</i> (Emily James)	<b>Netflix TV Series</b> In-class analysis  <i>After Life</i> (Episodes 3 & 4)	<b>Advanced Learner's Grammar</b> U 33 Introductory it & there  U 34 Emphatic structures and inversion	<b>English Idioms in Use Advanced</b> U 16 War & Conflict U 34 Society U 39 Journalism	Identify the thesis and purpose of opinion essays  Comment on connotation and denotation and literal and figurative meaning.	Predict content  Listen for main ideas  Listen for details	Share and debate opinions  Discuss preferences and alternatives  Take notes to prepare for a presentation or group discussion	<b>Opinion Pieces</b> Brainstorm ideas  Plan, draft and edit their texts
	2. Non-consensual deepfake porn is an emergency that is ruining lives	<i>ABC Antidote</i> (Ishmael Beah)	<b>TED Talks</b>  A New 3Rs for Education  Technology in Education	KEY	<b>Eng Collocations in Use (Advanced)</b> U 26 Plans and decisions U 35 Social Issues U 55 Comparing & Contrasting	Demonstrate their understanding and ability to convey meaning through paraphrasing  Identify boosters and hedges and discuss their function	Recognise attitudes from speakers  Distinguish between facts and opinions  Recognise organisational cues	Individual and collaborative tasks related to the main topic(s) of the unit	Adopt self-assessment checklists  Promote peer-editing
	3. We have more data on ourselves than ever before. But can we really track our way into happiness?	<i>A Private Experience</i> (Chimamanda Ngozi Adichie)  <i>Woman Hollering Creek</i> (Sandra Cisneros)  <i>Love is a Word, not a Sentence</i> (Liz Kessler)  <i>The Wife of a Terrorist</i> (Narrative Essay by Miss L)	Don't call people out – call them in		<b>English Phrasal Verbs (Advanced)</b> U 24 Supporting and opposing people or views U 53 Rules and Laws	Analyse the use of rhetorical devices in opinion pieces.  Discuss the tone of opinion pieces	Use note-taking strategies to organise information	In-class discussion of controversial issues	<b>Discourse analysis:</b> Boosters & Hedges
				<b>PUNCTUATION</b>  Colons & dashes	KEY				

## UNIT 3 CHOICE

	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
UNIT 3 CHOICE	1 What is it about us dinks (dual income, no kids) that so many people dislike?	<b>Short Stories</b> In-Class Analysis  <i>A boy who does not remember his father</i> (J. Baglio)	<b>TV series</b> In-class analysis <b>After Life</b> Episodes 1 & 2  <b>Clips</b>  Selected clips from YouTube an TED Talks	<b>Advanced Learner's Grammar</b>  U 35 Aspects of cohesion  U 15 Dependent Prepositions	<b>English Idioms in Use Advanced</b>  U 36 Positive feelings  U 37 Negative feelings  U 55 Life and live  <b>English Vocabulary in Use</b>  U 14 Relationships: Positive aspects  U 16 Passions: Reactions and emotions  U 90 Idioms that comment on people (2)	Identify the thesis and purpose of feature articles  Comment on connotation and denotation and literal and figurative meaning.  Demonstrate their understanding and their ability to convey meaning through paraphrasing  Analyse the use of rhetorical devices in feature articles.  Discuss the tone and register of feature articles	Predict content  Listen for main ideas  Listen for details  Recognise attitudes from speakers  Use note-taking strategies to organise information	Share and debate opinions  Discuss preferences and alternatives  Take notes to prepare for a presentation or group discussion  <b>Activities</b> Individual and collaborative tasks related to the main topic(s) of the unit  In-class discussion of controversial issues	<b>Self-Referential Articles</b>  Brainstorm ideas  Plan, draft, and edit their texts  Adopt self-assessment checklists  Promote peer-editing
	2 The joy of mediocrity: we need hobbies even if we're bad at them to free us from perfection	<i>Blank</i> (S. Surek)	Bite-sized mindfulness: an easy way for kids to be happy and healthy	KEY	<b>Advanced English Phrasal Verbs in Use Advanced</b>				
	3 Madonna's age isn't relevant. Her music is	<i>Possesion(s)</i> (J. Smolens)  <i>A special boy (Banana Yoshimoto)</i>  <i>Kiss</i> (Elizabeth Banes)  <i>Starfish</i> (Jeff Landon)	How can we support the emotional well-being of teachers?  Creative ways to get kids to thrive in school						
				<b>Punctuation</b>  Hyphens	U 28 Talking about success and failure  U 30 Deciding and influencing  KEY				

## UNIT 4 CULTURE

UNIT 4 CULTURE	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
	<p>1. Notre Dame may have too much money after billionaires and others rushed to pledge</p> <p>2. "What about our rights?" Can Melbourne new busking rules strike a chord?</p> <p>3. Crowds, vandals, chaos: what happens when Banksy sprays your walls?</p>	<p><b>Short Stories</b></p> <p><i>Photographs</i> (M. Derks)</p> <p>IN-CLASS ANALYSIS</p> <p><i>Skin</i> (R. Dahl)</p> <p><i>War of the Clowns</i> (M. Cuoto)</p> <p><i>Two Kinds</i> (A. Tan)</p> <p><i>The Quartet</i> (K. Kim)</p> <p><i>Graffiti</i> (J. Treitel)</p>	<p><b>Stand-up Show</b></p> <p>In-class analysis</p> <p><i>Jeff Dunham: Achmed has a son</i></p> <p><b>Clips</b></p> <p>Selected clips from TED Talks</p> <p><i>Amanda Mattes: Kabuki: The people's dramatic art</i></p> <p><i>The ballet that incited a riot - Iseult Gillespie</i></p> <p><i>The history of African-American social dance - Camille A. Brown</i></p>	<p><b>Advanced Learner's Grammar</b></p> <p>U 10 Conditionals</p> <p>U 31 Relative Clauses</p> <p><b>KEY</b></p>	<p><b>English Idioms in Use Advanced</b></p> <p>U 38 Problems</p> <p>U 45 Agreeing &amp; Disagreeing</p> <p>U 54 Heart</p> <p><b>English Collocations in Use Advanced</b></p> <p>U 28 Plans and Decisions</p> <p>U 55 Comparing &amp; Contrasting</p> <p><b>English Vocabulary in Use Advanced</b></p> <p>U 16 Passions: Reactions and Emotions</p> <p>U 25 The Performance Arts: Reviews and Critiques</p> <p><b>Advanced English Phrasal Verbs in Use Advanced</b></p> <p>U 41 Feelings</p> <p><b>KEY</b></p>	<p>Identify the thesis and purpose of film reviews</p> <p>Comment on connotation and denotation and literal and figurative meaning.</p> <p>Demonstrate their understanding and their ability to convey meaning through paraphrasing</p> <p>Analyse the use of rhetorical devices in the selected texts</p> <p>Discuss the tone and register of the selected texts</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Recognise attitudes from speakers</p> <p>Use note-taking strategies to organise information</p>	<p>Share and debate opinions</p> <p>Discuss preferences and alternatives</p> <p>Take notes to prepare for a presentation or group discussion</p> <p><b>Activities</b></p> <p>Individual and collaborative tasks related to the main topic(s) of the unit</p> <p>In-class discussion of controversial issues</p>	<p><b>Self-referential articles</b></p> <p><b>Opinion pieces</b></p> <p><b>Reviews</b></p> <p>Brainstorm ideas</p> <p>Plan, draft and edit their texts</p> <p>Adopt self-assessment checklists</p> <p>Promote peer-editing</p>

## 4. LESSON PLANNING

This is the timetable for English IV lessons:

Mondays from 8 to 11	Wednesdays from 8 to 10	Friday from 12 to 14
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English IV students can arrange coaching lessons either virtually (through Zoom) or on campus on the following days:

<b>COACHING LESSONS</b>	Mgtr. Gabriela Fernández: Tuesdays 8.00-10.00 via Zoom or after English IV lessons at university	Dr. Gonzalo Espinosa: Fridays 9-10 via Zoom or at university
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As to PEDCO, it will continue to be the central hub for internal communication, material sharing, online debates, and the submission of individual and group assignments and mid-term exams.

## 5. COURSE REQUIREMENTS

English IV students will need to comply with the following course requirements:

TO GET <i>CURSADA</i>	TO ACHIEVE <i>PROMOCIÓN</i>
<ul style="list-style-type: none"> <li>✓ 70% of graded assignments completed with a pass mark of 4</li> <li>✓ 70% of ungraded assignments completed</li> <li>✓ Two term exams which will consist of                             <ul style="list-style-type: none"> <li>• First mid-term exam:                                     <ul style="list-style-type: none"> <li>- a TAT (<i>Text Analysis Task</i>),</li> <li>- a <i>Writing Task</i></li> </ul> </li> <li>• Second mid-term exam:                                     <ul style="list-style-type: none"> <li>- a <i>Writing Task</i></li> <li>- a <i>Speaking Task</i></li> </ul> </li> </ul> </li> </ul> <p>or their make-ups with a minimum pass mark of 4.</p>	<ul style="list-style-type: none"> <li>✓ 80% of graded assignments completed with a pass mark of 7</li> <li>✓ 80% of ungraded assignments completed</li> <li>✓ Two term exams which will consist of                             <ul style="list-style-type: none"> <li>• First mid-term exam:                                     <ul style="list-style-type: none"> <li>- a TAT (<i>Text Analysis Task</i>),</li> <li>- a <i>Writing Task</i></li> </ul> </li> <li>• Second mid-term exam:                                     <ul style="list-style-type: none"> <li>- a <i>Writing Task</i></li> <li>- a <i>Speaking Task</i></li> </ul> </li> </ul> </li> </ul> <p>with a pass mark of 7 in each of the cases.</p>

## 6. ASSESSMENT

This section details the assessment procedures, tools, and evaluation criteria that will be adopted during and at the end of the course when final exams are held.

### A. ASSESSMENT PROCEDURES

As English IV is a process-oriented, cumulative subject, both formative and summative assessment tools will be adopted to monitor the students' progress and learning during the instructional unit and provide them with useful, constructive feedback. The following chart contains the set of graded and ungraded tasks the students will complete per unit.

GRADED TASKS
1. TAT (Text Analysis Task) (in class)
2. TOP (Team Oral Presentation) (in class)
3. Writing Task 1 + Writing Task 2 (at home – on PEDCO)
UNGRADED TASKS
1. Individual Tasks (on PEDCO and other educational apps)
2. Collaborative Tasks (on PEDCO and other educational apps)
3. CLUT (Consolidation Language in Use Test) (at home – on PEDCO)

### B. MID-TERM EXAMS

Two mid-term exams will be set during the academic year. The chart below displays the components and tentative dates for these exams and their make-ups.

MID-TERM EXAM 1	MID-TERM EXAM 2
March 12 <sup>th</sup> – June 27 <sup>th</sup> <b>Mid-term Exam I</b> ✓ Writing: June 23 <sup>rd</sup> ✓ Reading Comprehension: August 18 <sup>th</sup> <b>Make-up test:</b> ✓ Writing: August 25 <sup>th</sup> ✓ Reading Comprehension: September 1 <sup>st</sup>	August 11 <sup>th</sup> – November 21 <sup>st</sup> <b>Mid-term Exam II</b> ✓ Writing: October 27 <sup>th</sup> ✓ Speaking November 3 <sup>rd</sup> & 7 <sup>th</sup> <b>Make-up test:</b> ✓ Writing: November 10 <sup>th</sup> ✓ Speaking: November 11 <sup>th</sup>

## C. FINAL EXAMS

The following section contains the types of tasks English IV students will carry out in the “coloquio de promoción” and in the final exam as regular or extra-mural students.

### a. Coloquio de Promoción

#### ☉ Oral Interview

The students will carry out the following tasks in an oral interview which will last approximately 30 minutes:

##### a) Reflection on individual performance

The students will turn to their assignments and select one individual and one group task out of their representative written and oral work throughout the academic year. They will complete a thorough analysis of them following the SWOT model: strengths, weaknesses, opportunities, and threats (Read the assessment criteria detailed at the end of this section attentively). They will have to create a mind map or a flow chart and use it as a visual aid to present and develop their ideas on the day of the final exam.

**Time allotted: 3 minutes**

##### b) Transactional task

The students will focus their attention on the book they read during the winter recess. They will imagine what would happen if the following characters from other fictional and non-fictional pieces included in the units were part of the plot of this book:

- Lisa Johnson in "After Life" – Unit 1
- Chika from "A private experience" by Chimamanda Ngozi Adichie – Unit 2
- Kira Wiley from "Bite-sized mindfulness: an easy way for kids to be happy and healthy" – Unit 3

They will establish three connections between the book and the characters selected and present them in a creative way. The board will ask questions to encourage them to find other relationships with other texts displayed in the charts included in the section called *Contents* (pp. 6-9) and/or further explore their own.

**Time allotted: 4 minutes**

### c) Interactional task

To assess spontaneous interaction, in pairs they will choose a card and role play the situation described in it. This will be based on one of the many topics discussed in the different units. The board will ask questions to prompt students to relate ideas and materials if necessary (Check the contents of the different units, pp. 6-9).

**Time allotted: 3 minutes**

**Students must be ready to discuss any of the material on the syllabus, that is to say, they have to prepare every single text on the unit-at-a-glance charts for units 1, 2 & 3 even if they have not been dealt with in a lesson. They are also recommended to stick to the time allotted so that they can complete each task fully. This will certainly cause a positive impact on the assessors.**

## b. Regular Students

### ☉ Writing task

The students will be required to write a self-referential article, an opinion essay, or a review. The topics for these text types will be derived from the materials dealt with throughout the academic year (non-fictional texts, fictional texts, and audiovisual material (TED Talks, YouTube videos, and the TV series selected).

### ☉ Oral Interview:

Regular students will carry out the following tasks in an oral interview which will last approximately 20 minutes:

#### a) Self-assessment Task:

Regular students will be asked to go over their written exam and

- make their own corrections on the basis of the feedback provided by the teachers
- enlarge on their ideas and their analysis when necessary

**Time allotted: 5 minutes**

**b) Transactional task:**

Regular students will focus their attention on the book they read during the winter recess. They will imagine what would happen if the following characters from other fictional and non-fictional pieces included in the units were part of the plot of this book:

- Lisa Johnson in "After Life" – Unit 1
- Chika from "A private experience" by Chimamanda Ngozi Adichie – Unit 2
- Kira Wiley from "Bite-sized mindfulness: an easy way for kids to be happy and healthy" – Unit 3

They will establish three connections between the book and the characters selected and present them in a creative way. The board will ask questions to encourage them to find other relationships with other texts displayed in the charts included in the section called *Contents* (pp. 6-9) and/or further explore their connections.

**Time allotted: 5 minutes**

**c) Interactional task:**

To assess spontaneous interaction, regular students will choose a card and role play the situation described in it in pairs or with the help of their teachers. This will be based on one of the many topics discussed in the different units. The board will ask questions to prompt students to relate ideas and materials (Check the contents of the different units, pp. 6-9).

**Time allotted: 5 minutes**

**The written task for this exam must reflect the students' own original thinking, voice, and effort. While tools like ChatGPT and other AI-based platforms may seem helpful, using them to write their work will be considered a violation of academic integrity and will result in their failing the exam.**

**Students must be ready to discuss any of the material on the syllabus, that is to say, they have to prepare every single text on the unit-at-a-glance charts for units 1, 2, & 3 even if they have not been dealt with in a lesson. They are also recommended to stick to the time allotted so that they can complete each task successfully. This will certainly cause a positive impact on the assessors.**

**Students are required to come up with novel reflections and connections for task b) if they need to re-sit for this exam.**

### c. Extra-mural students

Extra-mural students will sit for both a written and oral exam. A detailed description of these two exams is given below.

This exam will consist of:

**a) TAT (Text Analysis Tasks):**

Extra-mural students will read an article and 1) identify the thesis and purpose of the text, 2) answer comprehension questions, 3) show understanding of literal and figurative language and connotation, 4) explore the tone of it, 5) discuss the use of boosters and hedges, 6) explain the use and relevance of specific rhetorical devices and 7) comment on the use of particular linguistic features, such as punctuation marks or grammatical structures. Students will complete five tasks out of the seven options described.

**b) A writing task:**

Extra-mural students will be required to express their opinion on the central idea(s) or a specific passage taken from the text they analyzed in the previous task. They will need to include a specific number of lexical items (idioms, collocations, phrasal verbs, and proverbs/sayings) from the units selected for the Self-Access Material for each unit and must underline them in their text. This text must contain between 200-250 words and this will be assessed on a four-point scale: communicative achievement, content, organization and language.

**☉ Oral Interview:**

Extra-mural students will carry out the following tasks in an oral interview which will last approximately 20 minutes:

**a) Self-assessment Task:**

Extra-mural students will be asked to go over their written exam and

- make their own corrections on the basis of the feedback provided by the teachers
- enlarge on their ideas and their analysis when necessary

**Time allotted: 5 minutes**

**b) Transactional task:**

Extra-mural students will focus their attention on the book regular students read during the winter recess. They will imagine what would happen if the following characters from other fictional and non-fictional pieces were part of the plot of this book:

- Lisa Johnson in "After Life" – Unit 1
- Chika from "A private experience" by Chimamanda Ngozi Adichie – Unit 2

- Kira Wiley form "Bite-sized mindfulness: an easy way for kids to be happy and healthy" – Unit 3
- Achmed in "Jeff Dunham: Achmed has got a son" – Unit 4

They will establish four connections between the book and the characters selected and present them in a creative way. The board will ask questions to encourage them to find other relationships with other texts displayed in the charts included in the section called *Contents* (pp. 6-9) and/or further explore their connections.

**Time allotted: 5-8 minutes**

**c) Interactional task:**

To assess spontaneous interaction, extra-mural students will choose a card and role play the situation described in it in pairs or with the help of their teachers. This will be based on one of the many topics discussed in the different units. The board will ask questions to prompt students to relate ideas and materials (Check the contents of the different units, pp. 6-9).

**Time allotted: 5 minutes**

**The written task for this exam must reflect the students' own original thinking, voice, and effort. While tools like ChatGPT and other AI-based platforms may seem helpful, using them to write their work will be considered a violation of academic integrity and will result in their failing the exam.**

**They must be ready to discuss any of the material on the syllabus, that is to say, they have to prepare every single text on the unit-at-a-glance charts for units 1, 2, 3 & 4. They are also recommended to stick to the time allotted so that they can complete each task fully. This will certainly cause a positive impact on the assessors.**

**Students are required to come up with novel reflections and connections for task b) if they need to re-sit for this exam.**

**They can contact the teachers by mail to arrange coaching lessons. Advanced notification to the English IV team of their intention to sit for this subject as extra-mural students is recommended.**

## D. EVALUATION CRITERIA

The evaluation criteria included in the chart below is going to be adopted to check and correct the students' written texts and oral performance during the course and in their final exam:

WRITTEN TEXTS	ORAL TEXTS
<ul style="list-style-type: none"> <li>✓ Content</li> <li>✓ Task achievement</li> <li>✓ Organization and linking of ideas</li> <li>✓ Accuracy of language use</li> <li>✓ Range of grammatical structures</li> <li>✓ Breadth and depth of vocabulary</li> <li>✓ Appropriate register and tone</li> <li>✓ Effect on the target audience</li> </ul>	<ul style="list-style-type: none"> <li>✓ Content: relevance, quality, &amp; depth of information/analysis;</li> <li>✓ Paragraph organization: sequence of information, discourse organization in transactional tasks; turn shifts, opening and closing in interaction.</li> <li>✓ Pronunciation: a) accurate production of sounds, b) natural use of diverse tones in meaningful chunks, and c) effective use of intonation and pauses to signal paragraph organisation</li> <li>✓ Proper voice intensity and clarity</li> <li>✓ Language Use: accuracy and precision with grammar, lexical choice, links, time fillers, and fluency</li> <li>✓ Mechanics: visual support &amp; handout (whenever necessary), elocution, non-verbal communication, time management</li> <li>✓ Implementation of monitoring skills</li> <li>✓ Smart use of body language.</li> </ul>

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