



Asignatura: **LENGUA INGLESA IV** (Ords. 430/09)

Carrera: **Profesorado en Inglés**

Año: **2023**

Regimen de dictado: **Anual**

Número de horas semanales: **7**

Número total de horas a dictarse aproximadamente: **224**

Equipo docente: **Mgtr. Silvia Gabriela Fernández - PAD 2 Interino**

**Dr. Gonzalo Espinosa - ASD3 Suplente**

## 1. COURSE DESCRIPTION

English IV is a skill-oriented course offered to future English teachers. The methodology we propose is based on the enhancement of learners' perceptive and productive skills. 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, and 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 discursal features selected by speakers and writers of different types of 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 speaking, their attention is directed to observing and following the conventions of interactional and transactional discourse while fostering their critical thinking skills. In line with the central tenets of process writing, students are motivated 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 our classroom. This type of work provides students with plenty of opportunities to recycle and integrate their language skills in relatively natural contexts while working collaboratively with their peers.

Additionally, this course makes room for further cultivation of students' awareness of accurate language use and considerable expansion of their vocabulary range from a formulaic perspective. The criteria for the selection of the grammatical structures and lexical items for each of the units is strictly linked to their relevance and usefulness for the topics under discussion and the completion of the different tasks.

To conclude, our proposal is congruent with the premise that the development of our learners' macro-skills optimises 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. GENERAL GOALS

By the end of this course, these learners will have

- ✓ further developed their proficiency in the skills of listening, reading, speaking, and writing;
- ✓ achieved greater autonomy as language learners and users.

## 3. SPECIFIC COURSE GOALS & OBJECTIVES

### 3.a Receptive skills goals:

By the end of the course, these learners are expected to

- ✓ read and respond to linguistically complex fictional and non-fictional texts in both spoken and written mode while appreciating their stylistic features as well as explicit and implicit meaning;
- ✓ understand the main points and line of argumentation, make inferences, and observe changes in register and tone in oral and written texts.

#### **Specific objectives:**

- ✓ They will actively construct meaning on the basis of their expectations, inferences, and prior knowledge when reading and

### 3.b Productive skills objectives:

By the end of this course, these students are expected to

- ✓ write clear, smoothly flowing complex texts on a wide range of topics in an appropriate style and with an effective logical structure;
- ✓ control the direction of spoken interaction and maintain its flow with ease, responding skillfully to the contributions of other participants;
- ✓ use their English effortlessly and appropriately both in spoken and written modes for social and professional purposes.

#### **Specific objectives:**

- ✓ They will plan, draft, revise, and edit their own texts;

<p>listening;</p> <ul style="list-style-type: none"> <li>✓ They will recognize less noticeable aspects of the language, such as register, style, and textual and paratextual features and discuss their relevance;</li> <li>✓ They will be prompted to apply appropriate reading and listening strategies depending on different purposes, tasks, and text types;</li> <li>✓ They will adopt a reflective attitude towards the fact that having and using the right reading and listening skills will help them to decode written and oral texts successfully;</li> <li>✓ They will enhance their critical thinking skills as readers and listeners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They will monitor and tidy up their texts through self and/ or peer correction;</li> <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 clear and well-structured speech, while taking care of grammar, vocabulary, pronunciation, intonation, and the style and register relevant to the context;</li> <li>✓ They will practise and develop their functional / situational language through task-based work;</li> <li>✓ They will continue developing their critical thinking skills so that they can make informed decisions by drawing upon their own experience, reasoning, and oral communication with others.</li> </ul>
<p><b>3.c Transfer goals:</b></p> <p>During the course, they will be prompted to</p> <ul style="list-style-type: none"> <li>✓ take growing responsibility for their own learning process;</li> <li>✓ gain insight into how they can improve their skills and strengthen their use of language.</li> </ul> <p><b>Specific Objectives:</b></p> <ul style="list-style-type: none"> <li>✓ They will be motivated to visualize their strong and weak points as language learners, extend their repertoire of learning strategies, and enrich their own learning style by assessing their own and their peers' written and oral production.</li> </ul>	<p><b>3.d Affective goals:</b></p> <p>During the course, they will be encouraged to</p> <ul style="list-style-type: none"> <li>✓ become aware of their own feelings, interests, and attitudes towards their learning;</li> <li>✓ show transforming, positive behaviours as a result of their learning experiences;</li> <li>✓ demonstrate active involvement or commitment to their learning process;</li> <li>✓ integrate new values and beliefs into their own set and act according to them.</li> </ul> <p><b>Specific Objectives:</b></p> <p>During the course, they will</p> <ul style="list-style-type: none"> <li>✓ They will develop more confidence in their ability to use the language effectively and purposefully;</li> <li>✓ They will reflect on the importance of investing time and effort in their own learning;</li> </ul>

- ✓ They will discuss the benefits of consistent work at home;
- ✓ They will gain great appreciation of the value of active participation in class and team work;
- ✓ They will be stimulated to express their cultural identity in the FL;
- ✓ They will keep on enriching their own personal and social identities by sensitizing themselves to the language-culture connection and adopting a critical and tolerant attitude towards other ways of life and forms of thought;
- ✓ They will be motivated to make constant connections and relations between what is being learnt in class, in other subjects, and the world that surrounds them.

## 4. 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 these four particular language features: grammar, vocabulary, pragmatics, and discourse)
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 3 Surviving and Thriving*, *Unit 4 Information*, *Unit 10 Broadening Your Horizons*, and *Unit 1 Performing Arts* from *Proficiency Expert* (Roderick & Nuttall, 2013) will serve as springboards for the introduction and discussion of the main central issues and the exploration of language-related content. They will also provide fertile ground for the design of supplementary material. Each of these thematic units, which are



called *In-Class Resource Packs*, has 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 SURVIVING AND THRIVING

	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
<b>S U R V I V I N G &amp; T H R I V I N G</b>	1 Simone Biles wins all the medals	<b>Short Stories</b> In-Class Analysis	<b>Films</b> In-class analysis A Beautiful Day In The Neighbourhood	<b>Advanced Learner's Grammar</b>	<b>English Idioms in Use Advanced</b> U 18 Animals	Identify the thesis and purpose of feature articles	Predict content	Share and debate opinions	<b>Self-Referential Articles</b> Brainstorm ideas
	2 Do meditators annoy you? Try meditating	<i>A boy who does not remember his father</i> (J. Baglio)	<b>Clips</b> Selected clips from YouTube an TED Talks	U 10 Conditionals U 11 The subjunctive and 'unreal' uses of past forms	U 19 Parts of the body U 36 Positive feelings U 37 Negative feelings	Comment on connotation and denotation and literal and figurative meaning.	Listen for main ideas Listen for details	Discuss preferences and alternatives Take notes to prepare for a presentation or group discussion	Plan, draft and edit their texts
	3 Now self-help books are aimed at men – but they have rarely actually helped anyone	<i>Blank</i> (S. Surek) <i>Five men in a drought</i> (B. Modlin)	<b>Bite-sized mindfulness: an easy way for kids to be happy and healthy</b>	U 33 Introductory there and it U 34 Emphatic structures and inversion	U 55 Life and live <b>English Vocabulary in Use</b> U 14 Relationships: Positive aspects U 15 Relationships: Problems U 70 Cause and Effect	Demonstrate their understanding and their ability to convey meaning through paraphrasing Analyse the use of rhetorical devices in feature articles.	Recognise attitudes from speakers Use note-taking strategies to organise information	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	Adopt self-assessment checklists Promote peer-editing
	4 Escape your comfort zone! How to escape your fears –and improve your health, wealth and happiness	<i>The seminar</i> (J. Guajardo) <i>Kiss</i> (Elizabeth Banes)	How can we support the emotional well-being of teachers?	<b>KEY</b>	<b>Advanced English Phrasal Verbs in Use Advanced</b> U 28 Talking about success and failure U 29 Discussing problems	Discuss the tone and register of feature articles		In-class discussion of controversial issues	Punctuation: Commas & Semi-colons Capitalisation of titles
	5 Don't try to worry less. Worry smarter	<i>Starfish</i> (Jeff Landon)	Every kid needs a champion					TOPS (Team oral presentations) of short stories/microfictional pieces/films	
	6 How do you stop anger from consuming you?				<b>KEY</b>			FADEL Loops (news flashes)	



PROJECT WORK  
***TOP 1 ALL HANDS ON DECK***

FINAL OUTCOME: Agree on whether the short stories submitted can be part of a compilation of personal growth short stories which is to be released by an English publishing house.

HIGHER ORDER THINKING SKILLS:

- o Play the role of editors of a publishing house, and discuss and agree on the purpose, audience, and tone of this book
- o Identify and analyse the key elements in the short story assigned (author, setting, characters, plot, and themes & connections)
- o Discuss and agree on whether the short story submitted could be an appealing option for this compilation and the target audience
- o Attend an editors' meeting, summarise their findings, and make their recommendation with the help of a visual aid

## UNIT 2 INFORMATION

	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
I N F O R M A T I O N	1. Please, please, can we stop sending voice notes?	<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 16 Modals (1)	<b>English Idioms in Use Advanced</b> U 16 War & Conflict U 31 Business News U 34 Society U 39 Journalism	Identify the thesis and purpose of opinion essays	Predict content	Share and debate opinions	<b>Opinion Pieces</b> Brainstorm ideas
	2. Tech bros have been feeding the trolls –and women are paying the price	<i>ABC Antidote</i> (Ishmael Beah)	<b>TED Talks</b>  A New 3Rs for Education	U 17 Modals (2)	<b>Eng Collocations in Use (Advanced)</b> U 35 Social Issues U 55 Comparing & Contrasting	Comment on connotation and denotation and literal and figurative meaning.	Listen for main ideas	Discuss preferences and alternatives	Plan, draft and edit their texts
	3. Data isn't oil, whatever tech commentators tell you: it's people's lives	<i>A Private Experience</i> (Chimamanda Ngozi Adichie)	Technology in Education	U 18 Modals (3)		Demonstrate their understanding and ability to convey meaning through paraphrasing	Listen for details	Take notes to prepare for a presentation or group discussion	Adopt self-assessment checklists
	4. Apps promised to revolutionize dating. But for women they're mostly terrible	Woman Hollering Creek (Sandra Cisneros)	Don't call people out –call them in	U 24 Adverbs	<b>English Vocabulary in Use (Advanced)</b> U 41 World views: Ways of thinking U 54 The News: Gathering and Delivering	Identify boosters and hedges and discuss their function	Recognise attitudes from speakers	Individual and collaborative tasks related to the main topic(s) of the unit	Promote peer-editing
	5. Life online is a choking, oppressive smog. They need a place where they can breathe	<i>Cooking Time</i> (Anita Roy)		U 32 Contrast	<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.	Distinguish between facts and opinions	<b>Activities</b> Activities Individual and collaborative tasks related to the main topic(s) of the unit	<b>Discourse analysis:</b> Boosters & Hedges
	6. As a presenter I can tell you, TV news needs a human touch. This AI newsreader won't give you that	<i>The Wife of a Terrorist</i> (Narrative Essay by Miss L)		<b>KEY</b>		Discuss the tone and register of opinion pieces	Recognise organisational cues	In-class discussion of controversial issues	<b>Mechanics of style</b> Punctuation: colons and dashes
				<b>KEY</b>		Use note-taking strategies to organise information	TOPS (Team oral presentations) of short stories /microfictional pieces/films	FADEL Loop (a newsflash)	





PROJECT WORK

TOP 2 ***STAND UP FOR HUMAN RIGHTS***

FINAL OUTCOME: Plan a virtual event to raise people's awareness of the need to build a more inclusive society for all and get a local UN agency to accept it.

HIGHER ORDER THINKING SKILLS: Discuss the short story selected in terms of setting, characters, plot and main themes

Establish connections with the topic of human rights on a local level

Identify a human right worth promoting in their communities through an online event

Analyze different options for their virtual event and agree on the most suitable one

Create a virtual event to promote and protect the selected human right in their own community

Develop sound reasons to convince members of a local UN agency that their proposal should be implemented

## UNIT 3 BROADENING YOUR HORIZONS

B R O A D E N I N G Y O U R H O R I Z O N S	Texts			Linguistic Focus		Receptive Skills		Productive Skills	
	General-Interest	Fictional	Audiovisual	Grammar	Vocabulary	Reading	Listening	Speaking	Writing
	1. Dune Review – Denis Villeneuve’s awe-inspiring epic is a moment of triumph	<b>Short Stories</b> IN-CLASS ANALYSIS <i>2BRO2B</i> (K. Vonnegut)	<b>Films</b> <b>IN-CLASS ANALYSIS</b> <i>After Life</i> (Season 1 Episodes 5 & 6 Netflix series)	<b>Advanced Learner’s Grammar</b> U 9 Reported Speech U 15 Dependent prepositions U 21 Adjectives	<b>English Collocations in Use (Advanced)</b> U 13 New Employment U 29 Film and book reviews U 36 Science and Technology U 51 Change U 53 Cause and Effect	Identify the thesis and purpose of reviews  Reconstruct the macrostructure of reviews  Comment on connotation and denotation and literal and figurative meaning.	Predict content  Listen for main ideas  Listen for details  Recognise attitudes from speakers	Share and debate opinions  Discuss preferences and alternatives  Take notes to prepare for a presentation or group discussion	<b>Reviews</b> Brainstorm ideas  Plan, draft and edit their texts  Adopt self-assessment checklists  Promote peer-editing
	2. Avatar: The Way of Water movie review – looks breathtaking, but the plot’s diluted	<i>Transcript of Interaction</i> <i>Between Astronaut Mike Sudderman and On-Star Hands-Free AI Crash Advisor</i> (Grady Hendrix)	Selected TED Talks <i>How schools can nurture every student’s genius</i> (T. Dziko)	U 23 Gradable & ungradable adjectives  U 25 Nouns & noun phrases  <b>KEY</b>	<b>Eng Idioms in Use (Advanced)</b> U 9 Similes U 10 Binomials U 11 Proverbs U 25 Film, plays and books U 42 Advising & Warning	Demonstrate their understanding and their ability to convey meaning through paraphrasing	Recognise organisational cues  Distinguish between facts and opinions	<b>Activities</b> Individual and collaborative tasks related to the main topic(s) of the unit	
	3. Finch review – Tom Hanks takes his dog and robot out on the road	<i>Wikihistory</i> (D. Warzel)	<i>Online learning could change academia for good</i> (T. Dewitt)		<b>English Phrasal Verbs in Use (Advanced)</b> U 32 Work  <b>KEY</b>	Analyse the reviewer’s use of rhetorical devices.  Comment on the use of boosters and hedges	Use note-taking strategies to organise information	In-class discussion of controversial issues  TOPS (Team oral presentations) of short stories/micro-fictional pieces/films	
	4. AI tools can create new images, but who is the real artist?	<i>In the Forest of Memory</i> (E. Yu)	<i>How to teach kids to talk about taboo topics</i> (L. Kleinrock)			Discuss the tone and register of reviews			
	5. I tried lab-grown meat made from animals without killing them – is this the future of ethical eating?	<i>Welcome to the Medical Clinic at the Interplanetary Relay Station: Hours Since the</i>							
	6. Is this Portuguese eco-village a 21 <sup>st</sup> century utopia?								



		<i>Last Patient Death: 0 (C. Yoachim)</i>							
		<i>Sorry Dan, but it's no longer necessary for a human to serve as CEO of this company (E. Cofer)</i>							

PROJECT WORK

TOP 3 **Tune in and lose yourself in a great story!**

FINAL OUTCOME: Write the prequel or sequel of a sci-fi short story and record a podcast that will be premiered at the Berlin Sci-fi Fest.

HIGHER ORDER THINKING SKILLS: Plan and format the script of their prequel or sequel

Choose a name, score and design for their podcast while considering the target audience

Plan and rehearse the recording of the podcast

Decide on the roles they will play in the Q&A session and agree on the sort of content they will need to widely advertise their prequel or sequel

## UNIT 4 THE ARTS

	TEXTS			LINGUISTIC FOCUS		RECEPTIVE SKILLS		PRODUCTIVE SKILLS	
	GENERAL-INTEREST	FICTIONAL	AUDIOVISUAL	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
THE ARTS	1. Sing review – pitch-perfect porcupines have the x factor in jukebox musical	<b>Short Stories</b> <i>Photographs</i> (M. Derks)	<b>Stand-up Show</b> In-class analysis <i>Jeff Dunham: Achmed has a son</i>	<b>Advanced Learner's Grammar</b> U 3 Past to Present U 4 Future (1) Unit 5 Future (2) U 31 Relative Clauses	<b>English Idioms in Use Advanced</b> U 22 Shakespeare 38 Problems U 45 Agreeing & Disagreeing U 54 Heart	Identify the thesis and purpose of film reviews	Predict content	Share and debate opinions	<b>General-interest articles</b>
	2. A Star is Born – Lady Gaga mesmerises in Streisand's shoes	IN-CLASS ANALYSIS <i>Skin</i> (R. Dahl)	<b>Clips</b> Selected clips from TED Talks		<b>English Collocations in Use Advanced</b> U 20 Talking U 28 Plans and Decisions U 43 Criticising people U 58 Discussing issues	Reconstruct the macrostructure of these texts	Listen for main ideas Listen for details	Discuss preferences and alternatives Take notes to prepare for a presentation or group discussion	Brainstorm ideas Plan, draft and edit their texts
	3. Why the pregnant pause? Women in performing arts still face baby barriers	<i>War of the Clowns</i> (M. Cuoto)	<i>Amanda Mattes: Kabuki: The people's dramatic art</i>	<b>KEY</b>		Demonstrate their understanding and their ability to convey meaning through paraphrasing	Recognise attitudes from speakers		Adopt self-assessment checklists
	4. Notre Dame may have too much money after billionaires and others rushed to pledge	<i>Two Kinds</i> (A. Tan)	<i>The ballet that incited a riot - Iseult Gillespie</i>		<b>English Vocabulary in Use Advanced</b> U 16 Passions: Reactions and Emotions U 21 Free time: Relaxation and Leisure	Analyse the use of rhetorical devices in reviews	Use note-taking strategies to organise information	<b>Activities</b> Individual and collaborative tasks related to the main topic(s) of the unit	Promote peer-editing
	5. "What about our rights?" Can Melbourne new busking rules strike a chord?	<i>The Quartet</i> (K. Kim)	<i>The history of African-American social dance - Camille A. Brown</i>			Discuss the tone and register of reviews		In-class discussion of controversial issues	
	6. Crowds, vandals, chaos: what happens when Banksy sprays your walls?	<i>Graffiti</i> (J. Treitel)	<b>Pictures</b> <i>Rhythm 0</i> , by Marina Abramovic, 1974  <i>Elephant in the room</i> by Banksy (2006)		<b>Advanced English Phrasal Verbs in Use Advanced</b> U 41 Feelings  <b>KEY</b>			TOPS (Team oral presentations) of short stories/ articles/films	



			<i>Early days statue by Frank Happersberger (1894)</i>						
			<i>For the love of God by Damien Hirst (2007)</i>						
			<i>Do Women have to be naked to get into the Met. Museum? By Guerilla Girls, (1989)</i>						
<p>PROJECT WORK</p> <p>TOP 1 <b>LITERARY ART CONVERGENCE AT FADEL</b></p> <p>FINAL OUTCOME: Plan and present a literary art museum on the basis of the main character(s) in a short story</p> <p>HIGHER ORDER THINKING SKILLS: Reconstruct the storyline of the short story selected; Identify and analyse the key elements in it; Discuss and agree on a work of art for one of the characters in the story; Consider the likely impact their choice will have on the public; Role-play a literary art museum; Assess the suitability and relevance of the pieces selected by the other artists.</p>									

English IV students are going to read "Strong Female Character" by Fern Brady during the winter recess.

## 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 will be considered when defining each student's situation. 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 – on PEDCO)
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)

#### COACHING LESSONS

Mgtr. Gabriela Fernández: Thursdays 8.30-10.30

Dr. Gonzalo Espinosa: Fridays 9-10

## B. MID-TERM EXAMS

Two mid-term exams will be held before throughout the academic year. The chart below displays the components and dates for these exams and their make-up tests.

MID-TERM EXAM 1	MID-TERM EXAM 2
March 6 <sup>th</sup> – June 23 <sup>rd</sup>	August 7 <sup>th</sup> – November 24 <sup>th</sup>
<b>Mid-term Exam I</b>	<b>Mid-term Exam II</b>
✓ Reading Comprehension: August 14 <sup>th</sup>	✓ Writing: October 30 <sup>th</sup>



<p>✓ Writing: September 4<sup>th</sup></p> <p><b>Make-up test:</b></p> <p>✓ Reading Comprehension: August 28<sup>th</sup></p> <p>✓ Writing: September 18<sup>th</sup></p>	<p>✓ Speaking November 1<sup>st</sup> &amp; 3<sup>rd</sup></p> <p><b>Make-up test:</b></p> <p>✓ Writing: November 13<sup>th</sup></p> <p>✓ Speaking: November 17<sup>th</sup></p>
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## C. FINAL EXAM

The following section contains the types of tasks students will carry out in the “coloquio de promoción” and in the final exam as regular and 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. (Focus on the assessment criteria detailed at the end of this section). 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 autobiography they read during the winter recess (“Strong Female Character” by Fern Brady). 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:



- Tony Johnson in "After Life" – Unit 1
- Loretta Ross from "Don't call people out -call " – Unit 2
- The main character in "Sorry Dan, but it's no longer necessary for a human to serve as CEO of this company" by E. Cofer – 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. 6-13) 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. 6-13)).

**Time allotted: 3 minutes**

**Students must be ready to discuss any of the material on the syllabus. 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 TV series)).

### ⊙ 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 out a thorough analysis of them following the SWOT model: strengths, weaknesses, opportunities, and threats. (Focus on the assessment criteria detailed at the end of this section). 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 autobiography they read during the winter recess ("Strong Female Character" by Fern Brady). 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:

- Tony Johnson in "After Life" – Unit 1
- Loretta Ross from "Don't call people out -call " – Unit 2
- The main character in "Sorry Dan, but it's no longer necessary for a human to serve as CEO of this company" by E. Cofer – 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. 6-13) 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 (Check the contents of the different units if necessary (pp. 6-13)).

**Time allotted: 3 minutes**

**Students must be ready to discuss any of the material on the syllabus. 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 tasks a) & 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 on the day of the final exam. A detailed description of these two exams is given below.

#### ⊙ **Written Exam:**

This exam will consist of:

##### **a) A writing task:**

The students will be required to write a self-referential article, an opinion piece, or a review. The topics for these text types will be derived from the materials detailed in the four units included in Section 4 in this syllabus. It is important to mention that their texts, which must contain between 300-350 words, will be assessed on a four-point scale: communicative achievement, content, organization, and language (Check Section 6d in the syllabus (p. 21)). Students will be allowed to have 6 serious language mistakes in their pieces.

##### **b) TAT (Text Analysis Tasks):**

Extra-mural students will read an article and complete a set of tasks which will lead them to 1) identify the thesis and purpose of the text, 2) answer comprehension questions, 3) explore the tone and register of it, 4) discuss the use of boosters and hedges, 5) explain the use and relevance of specific rhetorical devices, and 6) comment on the use of particular linguistic features, such as punctuation marks or grammatical structures.

##### **c) A Use-of-English Test:**

Extra-mural students will be provided with two boxes, one listing grammatical contents, the other, including vocabulary items (collocations, idioms, phrasal verbs, and chunks selected from the section called *Linguistic Focus* included in the chart for each unit displayed in section 4 of this syllabus (pp. 6-13). They will be asked to choose a specific number of these items from both boxes and use them to write a comment (or as many as they deem it necessary) in reaction to the issue(s) discussed in the text selected for the TAT.

#### ⊙ **Oral Interview:**

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

##### **a) Transactional task I**

The students will focus their attention on the autobiography they read during the winter recess ("Strong Female Character" by Fern Brady). 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:

- Tony Johnson in "After Life" – Unit 1
- Loretta Ross from "Don't call people out -call " – Unit 2
- The main character in "Sorry Dan, but it's no longer necessary for a human to serve as CEO of this company" by E. Cofer – 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. 6-13) and/or further explore their own.

**Time allotted: 5 minutes**

### **b) Transactional task II**

The students will choose one of the macro-topics of the units, delineate a clear thesis statement and back it up through two solid arguments. They will derive the supporting evidence for their line of argumentation from ideas drawn from the fictional, non-fictional, and audiovisual texts detailed in the unit-at-a-glance charts in Section 4 (pp. 6-13). They will need to display their ideas through a digital poster or mind-map. The board will ask questions to further explore the topics presented by the student and/or encourage them to make connections with other texts displayed in the charts included in the section mentioned before.

**Time allotted: 5 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 (Check the contents of the different units if necessary (pp. 6-13)).

**Time allotted: 3 minutes**

**Extra-mural students must be ready to discuss any of the material on the syllabus. 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 tasks a) & b) if they need to re-sit for this exam.**

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

## 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 vocabulary and grammatical structures</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, depth of information/analysis;</li> <li>✓ Organisation: sequence of information, discourse organisation in transactional discourse; turn shifts, opening and closing in interaction</li> <li>✓ Language Use: accuracy and precision with grammar, lexical choice, links, time fillers, fluency</li> <li>✓ Mechanics: visual support &amp; handout (whenever necessary), elocution, non-verbal communication, time management</li> <li>✓ Pronunciation and intonation: accuracy at segmental and supra-segmental levels</li> <li>✓ Implementation of monitoring skills</li> <li>✓ Poise and body language.</li> </ul>

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Mgtr. Silvia Gabriela Fernández  
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FACULTAD DE LENGUAS  
UNIVERSIDAD NACIONAL DEL COMAHUE



## VISADO

Zoraida Risso Patrón  
Co-Dir. Dpto. Lengua y Cultura  
Facultad de Lenguas  
Universidad Nacional del Comahue

María Jesús Luna  
Dir. Dpto Lengua y Cultura  
Facultad de Lenguas  
Universidad Nacional del Comahue