

Level 4 English Semester 2

Teacher: **Emily Platzer**

EPI : N4 English Emily Platzer (S2) **Key: N4Thekey**

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ASSIDUITÉ :

L'assiduité est obligatoire.

Au-delà de 3 absences (même justifiées), l'étudiant·e est noté·e ABI (= défaillant·e) et ne peut valider son semestre.

ABSENCE(S) UN JOUR DE DEVOIR :

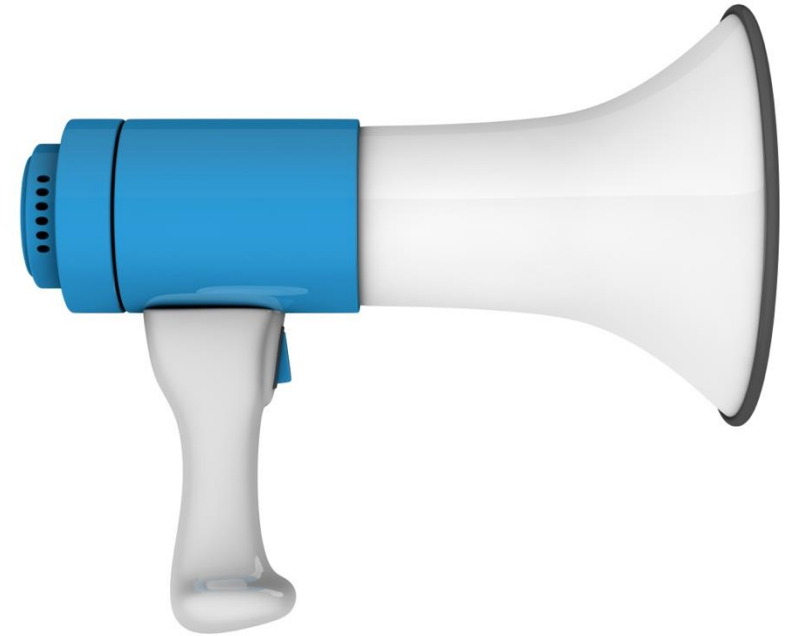
Toute absence un jour de DS doit être signalée dans un délai de 48h afin de permettre l'organisation d'un rattrapage. Celui-ci est obligatoire.

Une absence lors du devoir final n'est pas rattrapable.

PONCTUALITÉ :

Il est impératif d'arriver à l'heure afin de ne pas perturber le déroulement du cours.

Si vous avez trop de retard, votre enseignant·e est autorisé·e à ne pas vous accepter en cours.



If you have a handicap status which influences your assesment requirments or in class learning please notify me (in person at the end of the lesson or by mail).

M. Fabrice Doriac, Délégué Handicap: handicap.ddl@univ-paris1.fr.

Exam schedule

In class assessments (50%)		
	Percentage of final grade	Date
Mid term (written exam)	25%	Week 5 Wednesday: 25/02/2026 Friday: 27/02/2026
Oral (in groups)	25%	Week 11 Wednesday: 15/04/2026 Friday: 17/04/2026
Final exam (50%)		
Written exam 1h20 1. Comprehension and vocabulary 2. Grammar 3. Written expression		Week 12 Wednesday: 22/04/2026 Friday: 24/04/2026

Nouns, adjectives, adverbs and prepositions- Use of Articles

- Adjective order and adverb placement in the sentence
- Countable and uncountable nouns and irregular plural nouns
- Prepositions of place, time, movement. Adverbs of frequency
- Use of "such" and "so"
- Use of quantifiers (all, every, each, both)
- Expression of possession and specific uses of the genitive
- Degrees of complex comparison

[Epigram Grammar Link](#)



Adjectifs / Adverbes	Articles	Comparatifs et superlatifs	Compter et quantifier
Confusions fréquentes	Constructions syntaxiques - généralités et particularités	Discours indirect	Futur et conditionnel - will, be going to, would et autres formes
Modaux	Noms	Particules et prépositions	Passif

The role of biography: Does this impact how we view visual art?

Lesson	Resources and activities	Grammar revision
1: Bedlam <i>The artist and the asylum</i>	Art pop quiz, Still life: describe and analyse visual artwork, artist focus: Richard Dadd. Exploring different biographical sources, Tate online resources.	Articles: The, a, an and zero article
2: Mystery object <i>Pre–Raphaelite Brotherhood</i>	Write a short text describing an object from an artwork without telling us its name. Artist focus: Elizabeth Siddal.	Order of adjectives and adverb placement in a phrase
3 Show and tell <i>William Blake Songs of Innocent and Experience</i>	Oral presentation practice; describe a personal object. William Blake poetry analysis.	Countable and uncountable nouns
4 The Other Side <i>Exploring magic and the occult in visual art</i>	A journey Into Women Art and the Spirit World. Extracts from Jennifer Higgle’s book. Reading tarot cards.	Prepositions of place, time and movement, adverbs of frequency
5 Midterm exam		

The role of biography: Does this impact how we view visual art?

Lesson	Resources and activities	Grammar revision
6: Accents <i>Regional accents and dialects St. Ives Cornwall, modernism in wartime. Barbra Hepworth, Ben Nicholson and Alfred Wallis.</i>	Cockney rhyming slang: Pathé short film. Pearly kings and Queens. Accent bias Britian, audio resources; identifying regional accents. “The outsider artist”	Irregular plural nouns
7: Performance <i>The Abramovic method and Yoko Ono.</i>	Exploring artists manifesto and performance works. Documentary and film extracts. Note taking, writing an artist biography.	Use of such and so
8: Author <i>Public projects and community</i>	Post secret and a view from a bridge. Oral debates: Group practice. Oral debates: Group practice.	Use of quantifiers: all, every, each, both
9: Identity <i>Artist focus: Faith Ringgold and Chris Ofili.</i>	Quilt making, activism and identity. Considering the social, political and racial identity of the artist. American and British vocabulary differences.	Use of possessive and genitive

The role of biography: Does this impact how we view visual art?

Lesson	Resources and activities	Grammar revision
<p>10: The death of an Artist <i>Ana Mendieta</i> <i>Problematic artists and artworks and the contemporary lens</i></p>	<p>Feminism and ecology. Podcast: The death of an artist. Prepare for oral: Formation of 8 groups.</p>	<p>Complex degrees of comparison</p>
<p>11: Oral: What makes an artwork controversial?</p>	<p>Oral exam: Each group presents artwork and participates in a debate. Comedian, <i>Maurizio Cattelan</i>. My bed, <i>Tracy Emin</i>. Ophelia, <i>John William Waterhouse</i>, Candy Cigarette, <i>Sally Mann</i>.</p>	<p>Grammar recap and revision sheet</p>
<p>12: Final exam</p>		

1. Such as and so *on* writing exercise
2. Public and interactive community art projects
3. Oral discussion
4. Use of quantifiers: all, every, each, both
5. Homework

Such as and so on

Such as : *We can use such as to introduce an example or examples of something we mention. We normally use a comma before such as when we present a list of examples. This is a more formal version of "like"*

Example: She has worked in several countries where English is spoken as a first language, **such as** Australia, New Zealand and Canada.

*Exercise: Write a sentence introducing an example using **such as**. Use the theme 'spring.'*

And so on: *Phrase used to group concepts or nouns together with other similar things, a means of expanding a list.*

Example: There are many educational establishments in the town; schools, colleges, and so on.

*Exercise: Write a sentence concluding in **and so on**. Use the theme 'My home town'*

PostSecret Project by Frank Warren

Link: Online project archive **Post Secret**

<https://postsecret.com/>

About the project

PostSecret is an ongoing community mail art project, created by Frank Warren in 2004, in which people mail their secrets anonymously on a homemade postcard. Selected secrets are then posted on the PostSecret website, or used for PostSecret's books or museum exhibits.

The concept of the project was that completely anonymous people decorate a postcard and portray a secret that they had never previously revealed. No restrictions are made on the content of the secret; only that it must be completely truthful and must never have been spoken before. Entries range from admissions of sexual misconduct and criminal activity to confessions of secret desires, embarrassing habits, hopes and dreams.^[1] PostSecret collected and displayed over 2,500 original pieces of art from people across the United States and around the world between its founding on January 1, 2005 and 2007

The site, which started as an experiment on Blogger, was updated every Sunday with 10 new secrets, all of which share a relatively constant style, giving the artists who participate some guidelines on how their secrets should be represented

[.https://en.wikipedia.org/wiki/PostSecret](https://en.wikipedia.org/wiki/PostSecret)

Link: Ted talk Post Secret

https://www.ted.com/talks/frank_warren_half_a_million_secrets

PostSecret

SHARE A SECRET

You are invited to anonymously contribute a secret to a group art project. Your secret can be a regret, fear, betrayal, desire, confession or childhood humiliation. Reveal *anything* - as long as it is true and you have never shared it with anyone before.

Steps:

- Take a postcard, or two.
- Tell your secret anonymously.
- Stamp and mail the postcard.

Tips:

- Be brief - the fewer words used the better.
- Be legible - use big, clear and bold lettering.
- Be creative - let the postcard be your canvas.

SEE A SECRET

www.postsecret.com

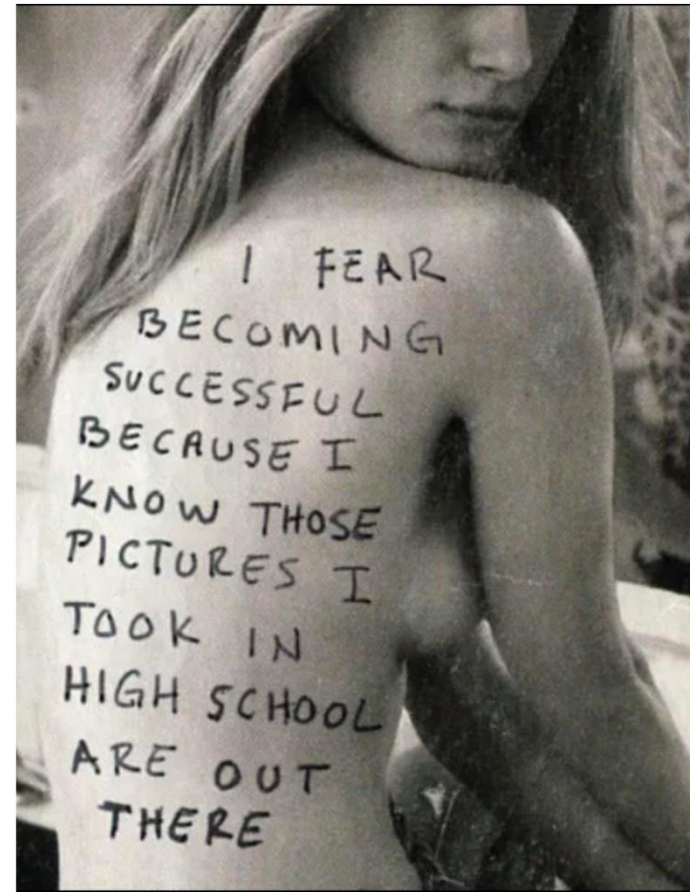
Place
postage
here.

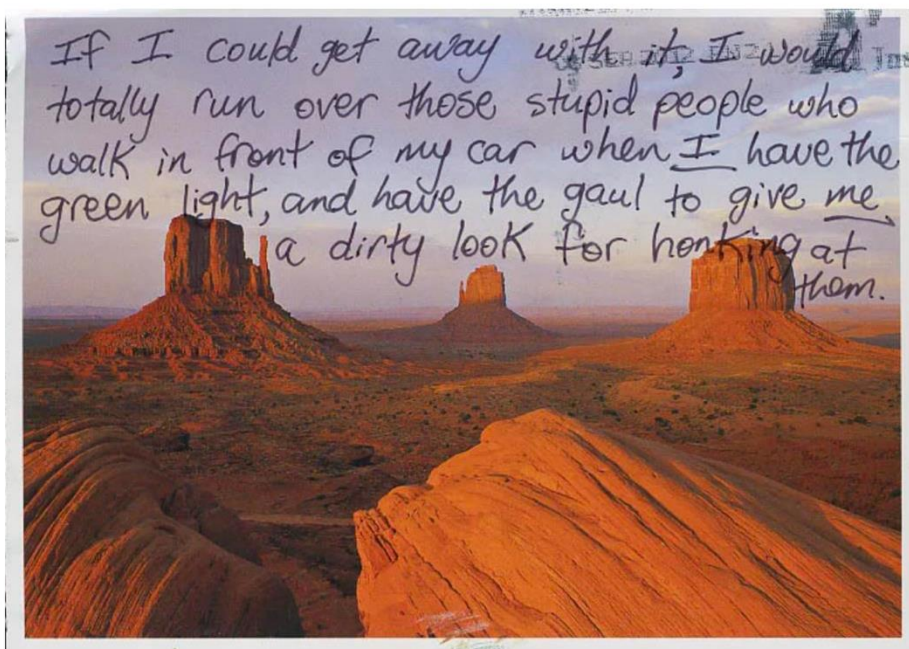
PostSecret
28241 Crown Valley Pkwy
#F224
Laguna Niguel, CA 92677

I am SO ashamed to admit this.



But if I had known then that you
were unable to have children,
I would have answered "No",
as hard as that would have been for me.





View from the bridge. An artist project 'Amazing revelations': the artist who asks passersby to bare all into an old-school telephone

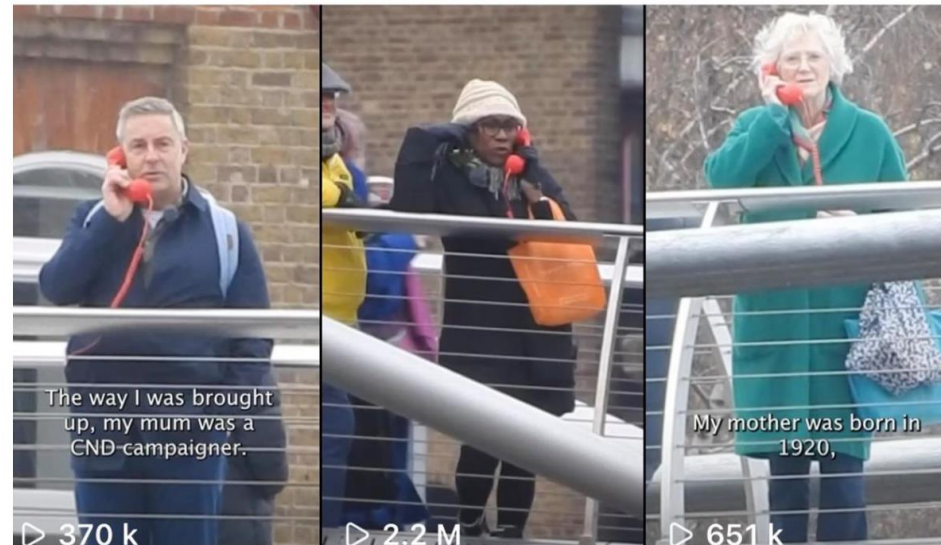
Instagram account: @aview.fromabridge

<https://www.youtube.com/@Aviewfromabridge>

About the project:

Now, though, Bloom talks and listens for the sake of art. His Instagram series A View from a Bridge invites strangers walking over London's bridges to share their thoughts on life through an old-school red telephone, and pairs each recording with an introspective, carefully chosen piece of music. The project has been a hit; just three months since he posted the first video – which featured a man called Jason talking about the dangers of being overly patriotic – the page has amassed 232,000 followers. In many ways, this social experiment seems to be in stark contrast to what Bloom is known for best: epic psychedelic oil paintings with vast colour palettes and vivid depictions of magical realist scenes, which have been showcased at the likes of Guts Gallery and Kristin Hjellegjerde Gallery in London. But he's also a film-maker who has directed short dramas and documentaries. "I've always loved the projects that bridge a gap between film and art. I'm basically interested in storytelling," he says.

<https://www.youtube.com/@Aviewfromabridge>



[Link: view from a bridge Guardian article](#)

<https://www.theguardian.com/>

Post Secret and ***A view from a bridge*** are both community-based art projects that explore contemporary storytelling and communication in a digital age.

Activity:

- Explore the two projects online archives
- Choose one example from each project that speaks to you
- Write notes on the project examples you have chosen and share with another student.

Grammar: Use of quantifiers: *all, every, each, both.....*

all, each, every, both are examples of quantifiers. Quantifiers must be used in combination with a noun; either countable or uncountable.

These words give information about the number or amount of something. Other examples of quantifiers are *some, more, less, most, enough and several*. There are also less formal more colloquial forms of quantifiers for example: "*heaps of*" or "*tons of*"; these examples refer to a large quantity.

Large quantity= a lot, much, many

Undefined quantity= some, any

Small quantity= a little, a bit, a few

Sufficient amount= enough, plenty

Examples:

In France most children start school at the age of three.

We ate tons of popcorn at the cinema. (*tons of refers colloquially to a large quantity and can be used with C and U nouns)

We saw all our favourite animals at the zoo. (*All refers to the plural noun "animals")

Both green and blue are colours we often associate with nature.

Every student must present their ID card at the entrance of the university. (* Every refers to the singular noun "student")

During the next two lessons *each* student will present a project about an artist they have chosen.

Quantifiers used with countable nouns:

Many, a few, several, both, each, either, neither, (a) few, a couple of, thousands of, tons of...

Examples:

There were hundreds of people in the theatre.

There are many things to do today.

The lesson finishes in a couple of minutes.

Both cats and dogs make good pets.

A few birds are flying in the sky over the sea.

Few buses arrive on time. (*Without 'a' implies a small quantity in a negative sense)

Some and Any

Used to refer to plural or uncountable nouns– without defining a specific quantity.

Some = affirmatives Any = questions/ negatives

Examples:

We have some new books in the library this year.

They don't want any sugar with their coffee.

Will there be any music at the party?

Requests = some

Can I have some tea please?

Would you like some wine?

Quantifiers used with uncountable nouns:

Much, (a) little, a bit, a great deal of

Examples:

How much time will the exam take?

I've got so much work to do this week, I'll never finish in time.

I'd like a bit of sugar with my coffee please.

There is a little light coming through the curtains.

Little attention is given to the problem of recycling on campus. (*Without 'a' implies a small quantity in a negative sense)

Could I have a bit of butter, please?

There's not much wine left in the bottle

We spend a great deal of time at the park in summer

Moving home can be a great deal of trouble

We spent a good deal of money at lunch, the restaurant was expensive!

Quantifiers used with both countable and uncountable nouns:

A lot (of)

Examples:

A lot of time (U)

A lot of trees (C)

All, every and each = the whole number of things in a group

Every vs. each

every emphasises the whole number in a group; **each** emphasises members of the group as individuals

Both = this one AND the other one

Neither = NOT this one AND NOT the other one

Either = this one OR the other one

Patterns

Both... and

Neither... nor

Either... or

- She plays **both** the violin **and** the guitar.
- **Neither** me **nor** my brother are married.
- You can wear **either** this shirt **or** that one.

Grammar exercise 1: Write the correct quantifier

1. _____ horses and cows have four legs and eat grass.
2. The artist uses _____ oil paint nor acrylic in their work, they prefer water colour.
3. There are ten students in the class and _____ of them must present an oral presentation next week.
4. *Should we order _____ the salad or the pizza to share?* Can't we order _____ ? I'm really hungry!
5. _____ the parking spaces were full, I had to drive to a different carpark.
6. _____ of the artworks in the exhibition represent the artists political views, especially the performance work.
7. He plays _____ football and rugby.

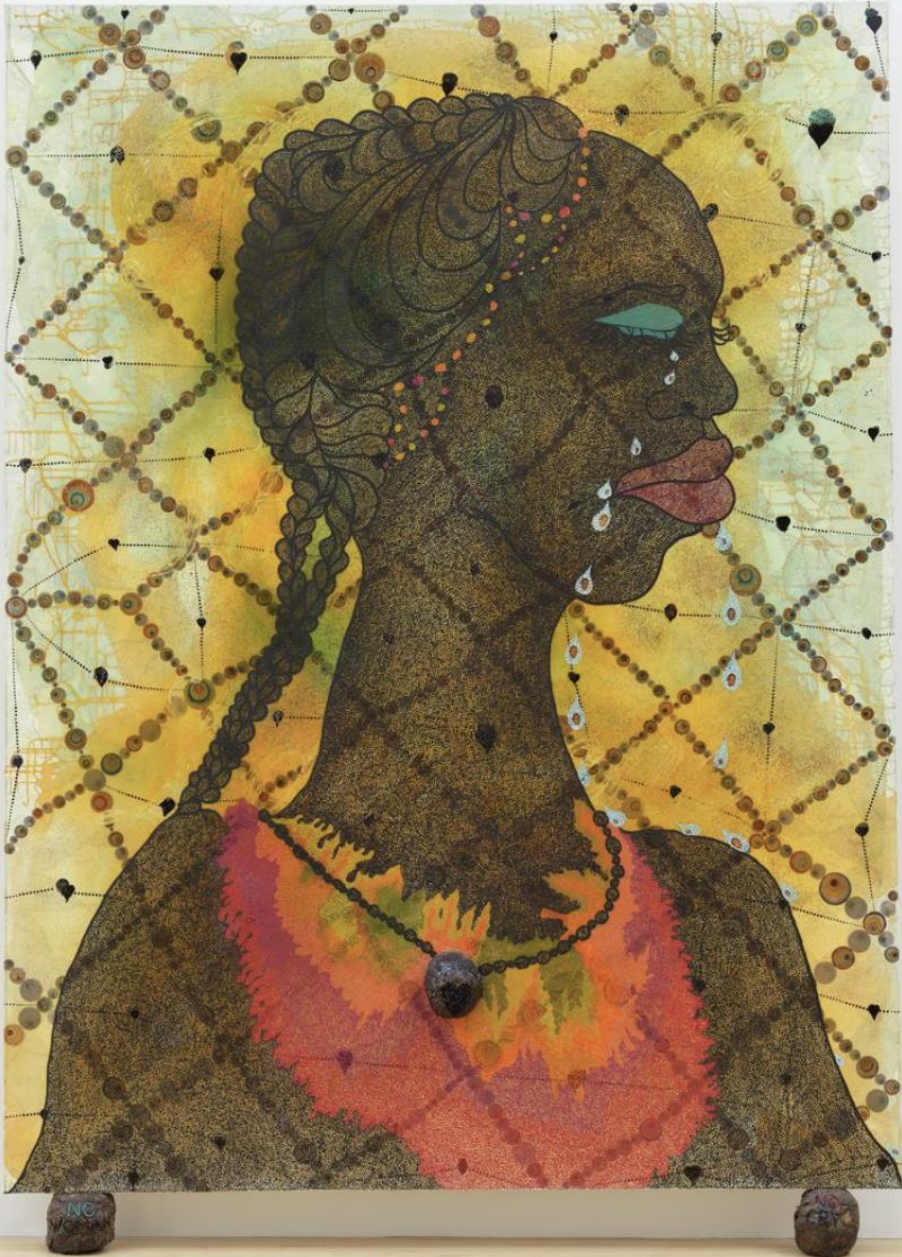
1. ___(Both) ___ horses and cows have four legs and eat grass.
2. The artist uses ___(neither) ___ oil paint nor acrylic in their work, they prefer water colour.
3. There are ten students in the class and ___(each)___ of them must present an oral presentation next week.
4. *Should we order ___(either) ___the salad or the pizza to share? Can't we order ___(both)___ ? I'm really hungry!*
5. ___(All of)___ the parking spaces were full, I had to drive to a different carpark.
6. ___(Each/ all of)___ of the artworks in the exhibition represent the artists political views, especially the performance work.
7. He plays ___(both)___ football and rugby.

Further practice and revision:

<https://wordwall.net/resource/28983355/quantifiers>

Homework

**Who is the artist that made this artwork?
What can you find out about the artist and
this artwork?**



No Woman, No Cry
1998