

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 :

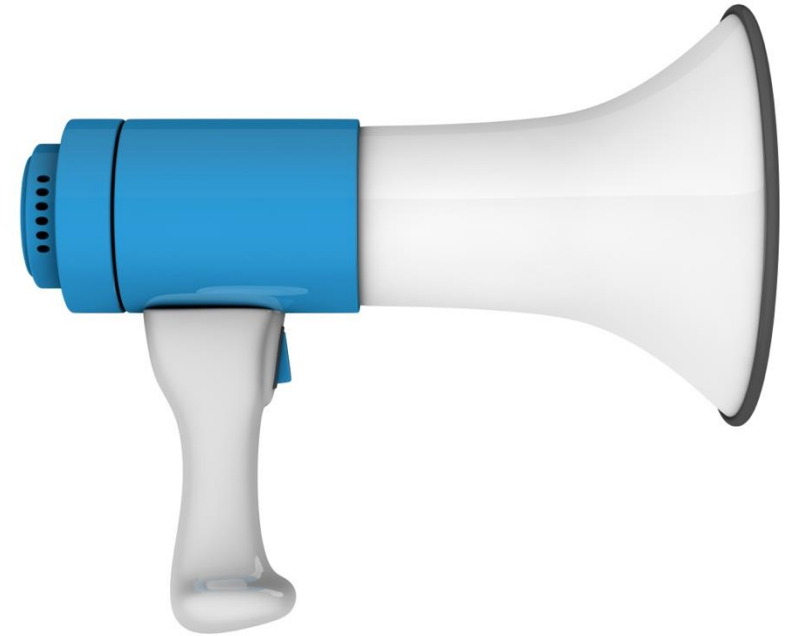
Toute absence un jour de DS doit être signalée dans un délai de 48h afin de permettre l'organisation d'un rattrapage. Celui-ci est obligatoire.

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		

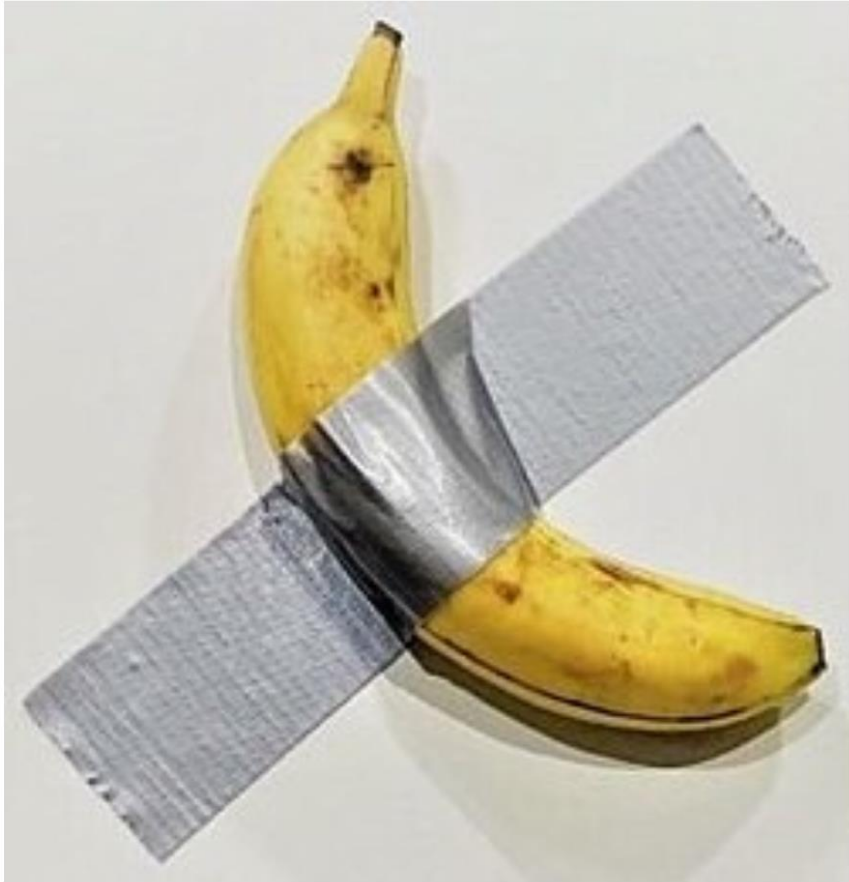
The role of biography: Does this impact how we view visual art?

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

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>		

Comedian: Maurizio Cattelan



Candy Cigarette: Sally Mann





Rhythm 0: Marina Abramović. 1974

My Bed: Tracey Emin

1998



Exam revision sheet

Grammar:

- Intensifiers **SO** and **SUCH**
- Prepositions of place
- Quantifiers

Comprehension:

Text relating to the podcast “*Death of and Artist*” and the story of Ana Mendieta

Writing:

Essay relating to one of the artworks/artists from oral presentations:

My Bed, Tracey Emin

Rhythm O, Marina Abramovic

Candy Cigarette, Sally Mann

Comedian, Maurizio Cattelan

Present a brief artist biography, description of artwork and give your opinion. Use

First person singular.. I think that.... / In my opinion

[Revision resources links:](#)

[Epigram Grammar activities](#)

[Lesson PDF's 1-10](#)

Writing tenses

Present perfect: A bridge tense between the past and the present.

Example: Abramovic has created performance art for decades.

Present simple: Used for habitual actions or general facts.

Example: Abramovic is a Serbian performance artist.

Past simple: Completed actions, historical events.

Example: *Rhythm O was a powerful performance artwork; it created intense public engagement in 1974 when Abramovic performed in Milan.*