

### Class Program and Assessment

PROFESSOR: *Mariamalia Hidalgo D.*

COURSE: *English Conversation Workshop IV*

Week	Contents and Objectives	Activities / Assessment
1 Jan 15/17	<p>Program discussion, getting to know us better, general review</p> <p><b>Improvements (9)</b></p> <ul style="list-style-type: none"> <li>- Talking about everyday services</li> <li>- Making recommendations</li> <li>- Discussing self-improvement</li> <li>- Talking about things you need to have done</li> <li>- Asking for and giving advice or suggestions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- <i>Have</i> or <i>get</i> something done (active and passive)</li> <li>- Making suggestions with gerunds, infinitives, modals + verbs, and negative questions</li> </ul>	
2 Jan 22/24	Continue with: <b>Improvements (9)</b>	Jan 24: Oral Quiz 1 (10%) (Unit 9)
3 Jan 29/31	<p><b>The past and the future (10)</b></p> <ul style="list-style-type: none"> <li>- Talking about historic events and people</li> <li>- Making a biography and a timeline</li> <li>- Talking about the future</li> <li>- Talking about things to be accomplished in the future</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from... to, for, since</i></li> </ul>	

	<ul style="list-style-type: none"> <li>- Predicting the future with <i>will</i></li> <li>- Using the future continuous and future perfect</li> </ul>	
<p>4 Feb 5/7</p>	<p>Continue with: <b>The past and the future (10)</b></p> <p><b>Life's little lessons (11)</b></p> <ul style="list-style-type: none"> <li>- Describing yourself in the past</li> <li>- Describing turning points and rites of passage</li> <li>- Describing regrets and hypothetical situations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Using time clauses: <i>before, after, once, the moment, as soon as, until, by the time</i></li> <li>- Expressing regret with <i>should (not) have</i> + past participle</li> <li>- Describing hypothetical situations with <i>if</i> clauses + past perfect</li> </ul>	
<p>5 Feb 12/14</p>	<p>Continue with: <b>Life's little lessons (11)</b></p>	<p>Feb 12: Oral Quiz 2 (10%) (Units 10 and 11)</p>
<p>6 Feb 19/21</p>	<p><b>The right stuff (12)</b></p> <ul style="list-style-type: none"> <li>- Describing the purpose of something</li> <li>- Describing qualities for success</li> <li>- Describing features</li> <li>- Giving reasons for success</li> <li>- Interviewing for a job</li> <li>- Talking about ads and slogans</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Describing purpose with infinitive clauses and infinitive clauses with <i>for</i></li> <li>- Giving reasons with <i>because, since, because of, for, due to, and the reason</i></li> </ul>	

<p>7 Feb 26/28</p>	<p><b>That's a possibility (13)</b>          - Drawing conclusions          - Offering explanations          - Describing hypothetical events          - Giving advice for complicated situations</p> <p><b>Grammar</b>          - Using past modals for degrees of certainty: <i>must (not) have, may (not) have, might (not) have, could (not) have</i>          - Using past modals for judgments and suggestions: <i>should (not) have, could (not) have, would (not) have</i></p>	<p>Feb 26: Written Test (10%) (Units 9, 10, 11 and 12)</p>
<p>8 March 5/7</p>	<p>Continue with: <b>That's a possibility (13)</b></p>	
<p>9 March 12/14</p>		<p>March 12 and 14: Extra Class Work (10%)</p>
<p>10 March 19/21</p>	<p><b>Behind the scenes (14)</b>          - Describing how something is done, used or made          - Describing careers in the media and entertainment industries</p> <p><b>Grammar</b>          - Using the passive to describe process with <i>is/are + past participle</i> and modal + <i>be + past participle</i>          - Using defining and non-defining relative clauses</p>	

	Final project advances	
11 March 26/28	Continue with: <b>Behind the scenes (14)</b>	March 28: Oral Quiz 3 (10%) (Unit 14)
12 April 2/4	<p><b>There should be a law (15)</b></p> <ul style="list-style-type: none"> <li>- Making recommendations, giving and acknowledging opinions</li> <li>- Giving opinions for and against controversial issues</li> <li>- Agreeing and disagreeing; offering a different opinion</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Giving recommendations and opinions with passive modals: <i>should be, ought to be, must be, has to be, has got to be</i></li> <li>- Using tag questions for opinions</li> </ul>	
13 April 9/11	<p><b>Challenges and accomplishments (16)</b></p> <ul style="list-style-type: none"> <li>- Describing challenges, frustrations and rewards</li> <li>- Discussing goals and accomplishments</li> <li>- Talking about the past and the future</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Using complex noun phrases containing gerunds</li> <li>- Talking about accomplishments with the present perfect and simple past;</li> <li>- Talking about goals with the future perfect and <i>would like to have</i> + past participle</li> </ul>	April 11: Oral Quiz 4 (10%) (Units 15 and 16)

<p>14 April 23/25</p>		<p>April 23: Written Test (10%) (Units 13, 14, 15 and 16)</p> <p>April 25: Final Projects (20%)</p>
<p>15 April 30/2</p>		<p>April 30: Final Projects (20%)</p> <p>May 2: Make-up test</p>

Note: the previous dates may be subjected to changes, so please stay tuned.

**Assessment:**

Class Work	10%
Extra-Class Work	10%
Oral Quizzes (4)	40%
Written Tests (2)	20%
Final Project (oral)	20%

### Class Work Assessment Scale

PROFESSOR: *Mariamalia Hidalgo D.*

COURSE: Inglés 002

NOTES: This assessment will be done daily. If the student doesn't show up to class or is late, a valid excuse must be submitted.

Aspect to assess	Rank
1. The student comes to class on time.	0-3
2. The student participates and interacts actively during the entire class.	0-3
3. The student pronounces correctly in class.	0-3
4. The student brings homework, and all the materials to class.	0-4
5. The student promotes the positive development of the class.	0-2
6. The student speaks in English extensively during the whole class.	0-4
7. The student corrects and discusses his/her mistakes extensively.	0-3
8. The student uses correct grammar structures in class.	0-3

Names	1	2	3	4	5	6	7	8	Total
	0-3	0-3	0-3	0-4	0-2	0-4	0-3	0-3	
1.									
2.									
3.									
4.									
5.									

Scale			
0	Deficient	0	Deficient
1	Satisfactory	1	Satisfactory
2	Remarkable	2	Adequate
3	Outstanding	3	Remarkable
		4	Outstanding

## Oral Work Assessment Scale

Total points: 60

COMPONENTS	Poor	Fair	Good	Very Good	Excellent	
<b>Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
- Content is accurate. Points are clearly made and all evidence supports thesis.						
- Technical terms are well-defined in language appropriate for the target audience.						
- Specific and accurate examples are provided.						
<b>Coherence and Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
- Thesis is clearly stated and developed.						
- Information is presented in a logical sequence.						
- There is an obvious conclusion summarizing the presentation.						
<b>Creativity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
- Visual aids are original, well prepared, informative, effective, and properly employed to develop thesis.						
<b>Speaking Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
- Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence.						
- There are few grammatical mistakes or none. Sentences show grammatical variety.						
- Word choice is appropriate for the level. Sentences are very descriptive.						
- Speech is natural and effortless. Brakes are minimal.						
<b>Length of Presentation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
- Length of presentation is within the assigned time limits.						

\* Although it's pair/group work, each student is evaluated separately.

\*\* Reading during the presentation is not permitted.

\*\*\* The PowerPoint presentation can only have pictures, charts, headings, titles and captions.

## Extra-Class Work Instructions

Due date: See Schedule  
10% - Groups of 3

Objectives:

- ★ Expressing ideas orally without the need of memorization.
- ★ Using the vocabulary studied within speech.
- ★ Applying the grammar requested within a particular context.
- ★ Showing creativity, responsibility and cooperation, among other values, at all times.

### Shark Tank

You have decided to start a business with your partner, but you need the bank's approval, so you have to make a presentation to explain what you want to offer.

Follow these steps:

- decide whether you want to open a dance club, a health club, a music store, a hair salon, a restaurant, etc. or if you want to sell a product.
- explain what you have to do in order to succeed.
- give the name, logo, slogan, and gimmick you plan to use for your shop/product.
- if it's a shop, say where it will be located. If it's a product, say where and/or how it will be sold.
- tell what you offer at the shop or what the product does. What's good or unique about the shop/product? Why would someone want to go there or use your product?
- describe all the special features you have to offer.



- if it's a shop, tell how it will be decorated and what you'll have inside to create a good atmosphere, like music, layout, etc. If it's a product, talk about the product presentation and the importance of it.

- explain the type of advertisement you plan to use.

Apply the following grammar structures:

- describing purpose
- giving reasons

Develop the topic thoroughly. Include a PowerPoint presentation and additional materials to enrich the work. Food and candy are not valid additional materials unless the teacher authorizes it. The projector and materials must be set up before the class starts.

The presentation can be made before the due date, but never after.

## Research Project Instructions

Due date: See Schedule  
20% - Groups of 3

Instructions:

- You have to research a topic related to the course. Develop the topic thoroughly. Include a PowerPoint presentation and additional materials to enrich the work. Each student will be evaluated separately. Reading during the presentation is not permitted.

Sample topics:

- |  |                                  |   |
|--|----------------------------------|---|
| - the biography of a famous person                 | - an achievement                 | - an assassination                            |
| - a disaster                                       | - a discovery                    | - an epidemic                                 |
| - an invention                                     | - a terrorist act                | - a revolution                                |
| - a natural disaster                               | - predicting the future          | - rites of passage and milestones             |
| - successful companies – reasons for their success | - filmmaking                     | - media professions                           |
| - Bollywood  | - interesting facts about movies | - funny and interesting laws around the world |
| - plagiarism                                       |                                  |   |

- No written work is required. Plagiarism will be penalized according to University Policy.

- There are several stages (APA Style) for the oral presentation:

- |                |                 |                   |
|----------------|-----------------|-------------------|
| ■ Introduction | ■ Justification | ■ Recommendations |
| ■ Problem      | ■ Body          | ■ References      |
| ■ Objectives   | ■ Conclusions   | ■ Annexes         |