

Identification	Subject (code, title, credits)	Grammar Pre-Advanced 3 credits (6 ECTS credits) Prepared by Lydia Gamidova
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Spring, 2018
	Instructor	Lala Gamidova
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	Classroom/hours	4
	Office hours	as scheduled
Prerequisites	ENGL 103 Academic English	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<ol style="list-style-type: none"> 1. Thomas Barbara, Hashemi Louise. Grammar and Vocabulary for First and First for Schools, Cambridge University Press, 2015 2. L.G.Alexander, Longman English Grammar 3. Крылова И. П., Гордон Е. М. — Сборник упражнений по грамматике английского языка, 2007 4. L.G.Alexander, Longman English Grammar for Intermediate Students 5. Murphy, R. English Grammar in Use 6. Handouts 	
Course outline	<p>The course is intended for pre-advanced students majoring in English as a second or foreign language. It is aimed at reinforcement of writing and speaking skills to encourage students in their effort to develop a sense of security in the mastery of English structures. It surveys all the main areas of English grammar and pays considerable attention to translation from English into learners' first or native language and back. The main feature of the course is its explanatory style. Each topic is discussed and then a series of sentence example in learners' first or native language are presented alongside with their English translation. The course will prove to be useful for translation and teaching English majors as a pre-requisite for translation courses dealing with a wide range of content area.</p>	
Course objectives	<ol style="list-style-type: none"> 1. To explain whether the action is completed or ongoing and whether the state of the action is prior, simultaneous or posterior to the speech time; that tense is not a universal category, but device languages employ to encode the relationship between speech time and event time 2. To show that modality is rather a semantic notion (with its subdivision of realis and irrealis) and that modals cast different modal senses on their complements 3. To present grammar via meaningful situations in authentic contexts where grammatical forms naturally occur 	

	4. To ensure increased grammatical competency in the English language acquisition		
Learning outcomes	<p>On successful completion of the course students are expected to:</p> <ol style="list-style-type: none"> 1. examine the meaning they want to express when they use language 2. acquire a deeper understanding of English, the communication process and the structure through translation into learners' first or native languages (Azeri/Russian) 3. realize the role of translation in language learning and develop fluency in the target language 4. interpret, paraphrase and make transitions from knowledge of grammatical structures to the ability to use them in speaking and writing 		
Teaching methods	Explanation of grammatical material with examples of use		
	Presenting authentic contexts where target structures are found		
	Comparing English structures with those of first or native language of the learners		
	Translation into and from English to reinforce target structures for the ability to use them for speaking and writing purposes		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam		35
	Grammar test 1		10
	Grammar test 2		10
	Home assignments (Grammar related translation. 5 tasks, 2 points each)		10
	Final exam		35
	Total		100
Policy	<p>COURSE POLICIES</p> <p>* Attendance (Lateness): It is important absences can be detrimental to one's grade due to the number of class activities (presentations, and class participation) and complexity of the subject. In case the students is late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.</p> <p>* Missed exams or assignments: A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary. If you miss a test because due to a sudden illness or personal/family emergency, contact your instructor via email as soon as reasonably possible in order to make alternative arrangements. If you are not able to connect with your instructor, email the department and advise the Administrator or Chair or Director of your inability to attend the exam and the reason for being absent. Make a note of who you spoke to and when and keep copies of your emails. Remember that if you request a make-up exam or test because of medical or compassionate grounds that you will usually be required to present relevant documentation.</p> <p>* Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a non-pass for the course). Reference should be given to the sources used in the work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized likewise.</p>		

	<p>* In class regulations: With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment).</p> <p>* Teacher evaluation: In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.</p>
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Tentative Schedule

Week	Topics	Textbook/Assignments/Reading
1	Present Tenses. Present simple; present continuous; state verbs; the verb <i>to be</i> . Exercises.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
2	Past tenses. Past simple; past continuous; <i>used to+verb</i> and <i>would+verb</i> ; <i>be/get used+ -ing</i> or noun. Exercises. Revision exercises on the tenses and translation practice	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
3	Present perfect and past simple; present perfect simple and continuous. Exercises.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
4	Past perfect. Past perfect simple and continuous. Exercises. Revision exercises on the tenses and translation practice	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
5	Future. Present tenses for future; will; future continuous. Exercises. <i>Going to</i> ; future in the past; present tenses after time conjunctions; future perfect; <i>to be about to</i> . Exercises.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
6	No classes. Novruz holiday.	
7	Adjectives. Comparative and superlative adjectives; position; order; adjectives ending in <i>-ing</i> and <i>-ed</i> . Exercises. Adverbs. Adverb forms; adverbs and adjectives easily confused; comparative and superlative adverbs; modifiers; adverb position. Exercises.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
8	Questions. <i>Yes/no</i> questions; short answers; question words; question tags;	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon

	agreeing. Revision exercises and translation practice. Midterm control test. Midterm exam	3. L.G.Alexander
9	Countable and uncountable nouns; <i>(a)n, the</i> and no article; special uses of articles. Exercises. Modals. Use of modals; rules and obligation; necessity. Modals. Permission. requests; offers; suggestions; orders; advice	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
10	Modals. Ability; deduction; certainty and possibility; expectations. Pronouns and determiners. Possessives; reflexive pronouns and <i>own; each other</i> and <i>one another; there</i> and <i>it; someone</i> , etc.; <i>all, most, some, no</i> and <i>none; each</i> and <i>every; both, neither</i> and <i>either</i> Revision exercises and translation practice.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
11	Reported speech. Tense changes in reported speech; reporting in the same tense; verbs for reporting; verbs for reporting with <i>to</i> infinitive; reporting questions; references to time, place, etc The passive; <i>to have/get something done; it is said that</i> . Revision exercises and translation practice.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
12	Conditionals. Zero, first, second and third conditionals; mixed conditionals. <i>Unless; in case; provided/providing that</i> and <i>as/so long as/ I wish</i> and <i>if only; it's time; would rather (not); otherwise</i> and <i>or else</i> Revision exercises and translation practice.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
13	The <i>to</i> infinitive and <i>-ing</i> . Verb + <i>to</i> infinitive; verb+ infinitive without <i>to</i> ; verb + <i>-ing</i> ; verb + <i>that</i> clause; adjective + <i>to</i> infinitive. Exercises.	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander
14	Prepositions of place and time; prepositions which follow verbs and adjectives; prepositions to express <i>who</i> ,	1. Thomas Barbara, Hashemi Louise 2. Krylova&Gordon 3. L.G.Alexander

	<p><i>how, and why</i>; expressions with prepositions.</p> <p>Defining and non-defining relative clauses; relative pronouns and prepositions.</p> <p>Exercises.</p>	
15	<p>Linking words. <i>because, as and since, so and therefore, in order to; in spite of and despite; but; although and though, even though and even if.</i></p> <p>Revision exercises and translation practice.</p> <p>Final control test</p>	<p>1. Thomas Barbara, Hashemi Louise</p> <p>2. Krylova&Gordon</p> <p>3. L.G.Alexander</p>
16	Revision	
17		