

<b>Identification</b>	<b>Subject</b>	<b>ENGL 101, English Foundations-1 4KU/8ECTS</b>
	<b>Program</b>	Undergraduate
	<b>Department</b>	English Language and Literature Department
	<b>Term</b>	Fall, 2022
	<b>Instructor and email</b>	Mahira Hasanli, mahira.hasanli@khazar.org Mahire.quluzade@gmail.com
	<b>Classroom/hours</b>	
	<b>Office hours</b>	Tuesday, Thursday, Saturday
<b>Prerequisites</b>	ENGL-101	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p>Technical English1, David Bonamy, Pearson Education Limited, 2008</p> <p>Tactics for Listening (basic), Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>	
<b>Course website</b>	<p>Ello, tall Tales. ESL.worksheets.com, ESl Galaxy, Breaking News English, Waygook.org, Online Writing Lab (OWL)</p>	
<b>Course outline</b>	<p>The course focuses on 4 essential language skills and contributes to their development in an integrated way. Students learn to communicate both in spoken and written forms on a variety of topics. English proficiency level of CEFR</p> <p>A1 – A2 is achieved.</p>	
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• Reading passages on various topics and understanding their meanings</li> <li>• Developing creative thinking and imagination through extensive and intensive reading</li> <li>• Listening to a real life dialogues and acting them out</li> <li>• Learning new vocabulary in context</li> <li>• Using grammar rules and developing writing skills</li> <li>• Reading light science materials in English</li> </ul>	
<b>Learning outcomes</b>	<p>At the end of the course the students are expected to:</p> <ul style="list-style-type: none"> <li>• Be able to find specific information in the reading passage</li> <li>• Demonstrate ability to identify the main idea of reading and summarize it</li> <li>• Apply learned vocabulary both in written and spoken forms</li> <li>• Talk on a variety of topics</li> <li>• apply grammar rules learned both in spoken and written English</li> <li>• be able to write a properly formatted paragraph</li> </ul>	

<b>Teaching methods</b>	<b>Lecture</b>		
	<b>Group discussion</b>		✓
	<b>Experiential exercise</b>		
	<b>Case analysis</b>		
	<b>Simulation</b>		✓
	<b>Course paper</b>		
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Teamwork and participation</b>	End of the semester	<b>10</b>
	<b>Midterm exam</b>		<b>30</b>
	<b>Extensive reading</b>	End of the semester	<b>8</b>
	<b>Writing projects</b>	End of the semester	<b>10</b>
	<b>Speaking videos</b>	End of the semester	<b>7</b>
	<b>Final Exam</b>		<b>35</b>
	<b>Total</b>		<b>100</b>

<b>Policy</b>		<p><b>Teamwork:</b> In this activity a group of 3 to 5 students are selected and one topic is given them to prepare a poster. The teamwork in preparation and designing poster about some specific topics is the main purpose of this stage.</p> <p><b>Extensive Reading:</b> Students are required to read intensively and extensively both updated authentic informational texts (on science, history, education , environment etc.) and narratives that focus on building attitude, language and phonetic awareness, comprehension strategies, vocabulary development, writing skills, accuracy, creativity and imagination.</p> <p><b>Speaking Videos:</b> Students record a video narration of the read short stories or any other subject of their own choice relevant to their disciplines, in their mobile phones for five minutes. The recorded works can be displayed in the classroom and accordingly evaluated on their fluency, content, creativity, vocabulary and structure.</p> <p><b>Writing Projects:</b> Every student is given an opportunity to conduct independent investigation on a topic, preferably in their own field of study that interests her/him the most. For the selection of the topics, students can consult their relevant teachers at their own departments. The length of the project, depending on the level of her/his English, will be about 1500 words.</p> <p>This practice should start with 100 words and gradually arrive at the desired magnitude with the constant care and supervision of their English and subject teachers.</p> <p>Writing Projects assess students' progress as writers of information, opinion/argument and narrative on-demand texts.</p> <p><b>Attendance (Lateness):</b> Attendance 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. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences is excessive. Free participation is discouraged.</p> <p><b>Missed exams or assignments:</b> Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p><b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's 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 including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>	
		<b>Tentative Schedule</b>	
<b>Week</b>	<b>Date (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments/Reading</b>
<b>1</b>		Introduction to the course. Ice breaking activities.	
<b>2</b>		<p><b>Unit 1. Basics</b></p> <p><b>1.1 Meeting and greetings</b></p> <ul style="list-style-type: none"> <li>Grammar: Present Simple, verb <i>be</i></li> <li>Vocabulary: <i>How do you spell?</i></li> </ul>	<p>Technical English 1 (Course Book), David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading</p>

		<ul style="list-style-type: none"> <li>Pronunciation: <i>word stress</i></li> <li>Speaking: <i>What is Engineering?</i></li> <li>Listening and Reading: Tools, fixings, electrical parts, occupations</li> </ul> <p><b>1.2 Units of measurement</b></p> <ul style="list-style-type: none"> <li>Grammar: Cardinal numbers</li> <li>Vocabulary: <i>Tools</i></li> <li>Speaking: <i>Exchanging information</i></li> <li>Listening and Reading: Personal details</li> </ul> <p><b>1.3 Using numbers</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>a/an, to be: negative, ordinal numerals</i></li> <li>Speaking: <i>Talking about traveling timetables</i></li> <li>Grammar: Ordinal numerals, decimals, dates and times</li> <li>Listening and Reading: <i>Timetables, jobs.</i></li> </ul> <p><i>Writing: Personal information about yourself</i></p>	<p>material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>
3		<p><b>Unit 2 Parts (1) Identifying things</b></p> <p><b>2.1 Naming. What is that? I think it's a car.</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>this, that, these, those</i></li> <li>Vocabulary: <i>Parts, fixings, vehicles</i></li> <li>Speaking: What is this called?</li> </ul> <p><b>2.2 Assembling</b></p> <ul style="list-style-type: none"> <li>Vocabulary: <i>verbs: loosen, tighten, push, ...</i></li> <li>Grammar: <i>imperative+object+location: Put the wheel on the axle.</i></li> <li>Speaking: <i>Saying what you need for a job</i></li> <li>Listening and Reading: <i>Using an instruction manual</i></li> </ul> <p><b>2.3 Ordering</b></p> <ul style="list-style-type: none"> <li>Grammar <i>Present Simple</i></li> <li>Vocabulary: numbers, size, colors</li> <li>Speaking: Introducing yourself and others</li> <li>Listening and Reading: <i>Ordering by phone. Using voice mail</i></li> <li>Writing: Daily routine</li> </ul>	<p>Technical English 1 (Course Book), David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>
4		<p><b>Unit 3 Parts(2)</b></p> <p><b>3.1 Describing components</b></p> <ul style="list-style-type: none"> <li>Grammar: Present Simple of have</li> <li>Vocabulary: Units and measurement.</li> <li>Speaking: Describing components</li> <li>Listening and Reading: Using a product review</li> </ul> <p><b>3.2 Functions</b></p>	<p>Technical English1 (Course Book), David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh</p>

		<ul style="list-style-type: none"> <li>Grammar: <i>verbs: measure, grip, cut, open...</i></li> <li>Vocabulary : <i>Everyday tools, occupations</i></li> <li>Speaking: Describing a product, talking about people's jobs</li> </ul> <b>3.3 Locations</b> <ul style="list-style-type: none"> <li>Vocabulary: <i>Locations</i></li> <li>Pronunciation : <i>word stress</i></li> <li>Grammar: adverbials and prepositions of location</li> <li>Speaking: Saying where things are</li> <li>Writing: Writing a paragraph about hobbies</li> </ul>	Miryam
5		<b>Unit 4 Movement</b> <b>4.1 Directions</b> <ul style="list-style-type: none"> <li>Grammar: <i>Adverbs: straight, vertically</i></li> <li>Vocabulary: <i>Directions and angles</i></li> <li>Speaking: <i>Describing direction of movement</i></li> <li>Listening and Reading: Can a helicopter fly backwards? Yes, it can.</li> </ul> <b>4.2 Instructions</b> <ul style="list-style-type: none"> <li>Vocabulary: <i>Speeds and directions, movement, controls, speed</i></li> <li>Listening and Reading: Using an instruction manual</li> <li>Grammar: Imperative + Present Simple</li> </ul> <b>4.3 Actions</b> <ul style="list-style-type: none"> <li>Grammar: <i>When clause</i></li> <li>Speaking: <i>Giving and following instructions</i></li> <li><i>Explaining what happens</i></li> <li><i>Writing: My best friend.</i></li> </ul>	Technical English1 (Course Book), David Bonamy Tactics for Listening, Jack.C.Richards English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.
6		Presentations and evaluation Review session <b>Midterm Exam</b>	.
7		<b>Unit 5 Flow</b> <b>5.1 Heating System</b> <ul style="list-style-type: none"> <li>Grammar: <i>Prepositions of movement</i></li> <li>Vocabulary: <i>Parts of a fluid system: inlet,...</i></li> </ul>	Technical English1 (Course Book), David Bonamy Tactics for Listening, Jack.C.Richards

		<ul style="list-style-type: none"> <li>• Speaking :<i>Explaining how fluids move around a system</i></li> <li>• Listening and Reading: Using a flow chart</li> </ul> <p><b>5.2 Electrical circuit</b></p> <ul style="list-style-type: none"> <li>• Writing: Explaining technical specifications</li> <li>• Speaking: <i>Explaining how electrical circuit works</i></li> <li>• Grammar: <i>Zero conditional</i></li> <li>• Vocabulary: <i>Circuit: battery, conductor,... Electrical units: ampere, watt...</i></li> </ul> <p><b>5.3 Cooling System</b></p> <ul style="list-style-type: none"> <li>• Grammar: <i>Reference words: here, it, this</i></li> <li>• Vocabulary: Cooling system parts: engine, fan...</li> </ul> <p>Speaking: <i>Explaining how cooling systems</i></p>	<p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam</p>
8		<p><b>Unit 6. Materials</b></p> <p><b>6.1 Materials testing</b></p> <ul style="list-style-type: none"> <li>• Grammar: Present Continuous</li> <li>• Vocabulary: verbs: bend, cut, compress</li> <li>• Reading: Giving a demonstration</li> <li>• Speaking: Explaining what you are doing</li> </ul> <p><b>6.2 Properties</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: materials and properties</li> <li>• Speaking: Describing the properties of materials</li> <li>• Listening and Reading: <i>Materials and properties</i></li> </ul> <p><b>6.3 Buying</b></p> <ul style="list-style-type: none"> <li>• Grammar: <i>Present Continuous</i></li> <li>• Speaking: <i>Using a customer call form</i></li> <li>• Listening and Reading: <i>Buying and selling by phone</i></li> <li>• Writing: <i>Write a paragraph about your family.</i></li> </ul>	<p>Technical English1 (Course Book),David Bonamy Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam</p>

9		<p><b>Unit 7 Specifications</b></p> <p><b>7.1 Dimensions</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>How long is it? It's 9 mm long.</i></li> <li>Speaking: <i>Specifying dimensions</i></li> <li>Reading: Using specifications chart</li> <li>Vocabulary: Bridge parts: deck, pier, pylon</li> </ul> <p><b>7.2 Quantities</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Countable and uncountable nouns, Future Simple: will, won't</i></li> <li>Speaking: <i>Specifying materials</i></li> <li>Vocabulary: <i>Containers: tube, tin, bag,...</i></li> <li>Reading: Buying materials for a job. Using materials checklist</li> </ul> <p><b>7.3 Future projects</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Possessive pronouns</i></li> <li>Number talks: <i>Time expressions: in 2015, at the end of 2015</i></li> <li>Speaking: Describing plans for the future</li> <li>Reading: Using Gannt chart</li> <li>Writing: Write a paragraph about your future plans.</li> </ul>	<p>Technical English1 (Course Book),David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p>
10		<p><b>Unit 8 Reporting</b></p> <p><b>8.1 Recent incidents</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Present Perfect</i></li> <li>Speaking: Taking an emergency call. <i>Explaining what has happened</i></li> <li>Vocabulary: <i>Building site: beam, bucket, digger</i></li> </ul> <p><b>8.2 Damage and loss</b></p> <ul style="list-style-type: none"> <li>Reading: Reporting damage. Dealing with a customer</li> <li>Grammar: Past Participle as adjectives: <i>it's broken. They're dented.</i></li> <li>Vocabulary: <i>Electrical: antenna, plug...</i></li> </ul> <p><b>8.3 Past events</b></p> <ul style="list-style-type: none"> <li>Writing: <i>Describing one past event in your life.</i></li> <li>Reading: Phoning a repair shop.</li> </ul>	<p>Technical English1 (Course Book),David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>
11		<p><b>Unit 9 Troubleshooting</b></p> <p><b>9.1 Operation</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Revision of Present Simple</i></li> <li>Speaking: <i>Explaining how things work</i></li> <li>Reading: <i>Explaining what things do</i></li> </ul> <p><b>9.2 Hotline</b></p> <ul style="list-style-type: none"> <li>Vocabulary: <i>Electronics and computing</i></li> <li>Reading: <i>Using a service hotline</i></li> </ul>	<p>Technical English1 (Course Book),David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p>

		<ul style="list-style-type: none"> <li>Listening: Listening to an automated phone message</li> <li><b>9.3 User guide</b></li> <li>Reading: Using a flow chart. Using a troubleshooting guide</li> <li>Grammar: Zero Conditional + Imperative</li> <li>Writing: My dream house</li> </ul>	
12		<p><b>Unit 10 Safety</b></p> <p><b>10.1 Rules and warnings</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>could, might, must</i></li> <li>Speaking: <i>Following safety rules</i></li> <li>Vocabulary: safety gear: hard hat, gloves...</li> <li>Reading: <i>Giving and following warnings</i></li> </ul> <p><b>10.2 Safety Hazards</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Past Tense of be</i></li> <li>Reading: <i>Giving and following warnings. Noticing safety hazards</i></li> <li>Speaking: Reporting safety hazards</li> <li>: <i>Word Stress</i></li> </ul> <p><b>10.3 Investigations</b></p> <ul style="list-style-type: none"> <li>Reading: Investigating an accident</li> <li>Speaking: Reporting an accident. Giving, accepting and turning down an invitation</li> <li>Grammar: <i>Questions in the past simple</i></li> <li>Writing: <i>My favorite season of the year</i></li> </ul>	<p>Technical English1 (Course Book), David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>
13		<p><b>Unit 11 Cause and effect</b></p> <p><b>11.1 Pistons and valves</b></p> <ul style="list-style-type: none"> <li>Grammar: <i>Infinitive and Gerund, Bare Infinitive</i></li> <li>Speaking: <i>Expressing causation, permission and prevention</i></li> <li>Reading: Explaining how a four-stage cycle works</li> <li>Vocabulary: Hydraulics: chamber, inlet, outlet</li> </ul> <p><b>11.2 Switches and relays</b></p> <ul style="list-style-type: none"> <li>Speaking: Expressing how relay circuit works. Giving an oral presentation</li> <li>Vocabulary: Electrical: battery, buzzer, earth</li> </ul> <p><b>11.3 Rotors and turbines</b></p> <ul style="list-style-type: none"> <li>Speaking: Explaining how a wind turbine works. Giving an oral presentation. Making suggestions</li> <li>Vocabulary: Turbines: blade, brake, gear</li> <li>Writing: My favorite celebration</li> </ul>	<p>Technical English1 (Course Book), David Bonamy</p> <p>Tactics for Listening, Jack.C.Richards</p> <p>English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.</p>



14		<b>Unit 12 Checking and confirming</b>  <b>12.1 Data</b> <ul style="list-style-type: none"> <li>Grammar: <i>Revision</i></li> <li>Speaking: <i>Describing specifications</i></li> <li>Reading: <i>Expressing approximation. Checking that data is correct</i></li> </ul> <b>12.2 Instructions</b> <ul style="list-style-type: none"> <li>Grammar: <i>Revision of imperative with present continuous. Adverbs, verbs of movement.</i></li> <li>Reading: Following spoken instructions. Confirming actions.</li> </ul> <b>12.3 Progress</b> <ul style="list-style-type: none"> <li>Grammar: <i>Revision of present perfect, past simple, present continuous and will</i></li> <li>Reading: Describing maintenance work. Checking progress with Gantt chart Vocabulary: Maintenance and repair</li> <li>Writing: My dream job</li> </ul>	Technical English1 (Course Book), David Bonamy  Tactics for Listening, Jack.C.Richards  English Foundations 2 (reading material for school of engineering and applied sciences), Khazar University Press, 2015, Abbasova Milana, Abdullayeva Adila, Aghazadeh Miryam.
15		<b>Video reports, Extensive Reading, Writing project assessment.</b>	
16		<b>Final Exam</b>	