

<b>Identification</b>	<b>Subject(code, title,credits)</b>	<b>ENGL101 EnglishFoundations 1 4KU-8ECTS</b>	
	<b>Department</b>	English Language and Literature	
	<b>Program(undergraduate ,graduate)</b>	Undergraduate	
	<b>Term</b>	Fall, 2023/2024	
	<b>Instructor</b>	Matanat Naghiyeva	
	<b>E-mail:</b>	<a href="mailto:naghiyevamatanat@gmail.com">naghiyevamatanat@gmail.com</a> <a href="mailto:matanat.naghiyeva@khazar.org">matanat.naghiyeva@khazar.org</a>	
	<b>Phone:</b>		
	<b>Classroom/hours</b>	Monday: 08.30 a.m. – 11.40 a.m. Wednesday: 08.30 a.m. – 11.40 a.m. Friday: 08.30 a.m. – 11.40 a.m.	
	<b>Office hours</b>	Monday, Wednesday, Friday 11:40-16:00	
<b>Prerequisites</b>	None		
<b>Language</b>	English		
<b>Compulsory/Elective</b>	Compulsory		
<b>Required textbooks and course materials</b>	-Unlock 1 Listening, Speaking & Critical Thinking 2 <sup>nd</sup> edition, N.M.White, Susan Peterson, Nancy Jordan with Chris Sowton, Jessica Williams and Christina Cavage, Cambridge University Press, 2019 -Unlock 1 Reading, Writing & Critical Thinking 2 <sup>nd</sup> edition, Sabina Ostrowska and Kate Adams with Chris Sowton, Jessica Williams and Christina Cavage, Cambridge University Press, 2019 -Cover-to-Cover 1, Oxford University Press, 2008 -Tactics for Listening, developing Oxford University Press, by Jack.C.Richards ,2010 Writing in Paragraphs, Dorothy E. Zemach, Carlos Islam 2011 -Cause and Effects, Reading and Vocabulary Development, Thomson, by Patricia Ackert, 2005 --Vocabulary in use (Elementary)		
<b>Course website</b>	Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org /Academic English café / Online Writing Lab(OWL)		
<b>Course outline</b>	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 A1 – A2 is achieved.		
<b>Course objectives</b>	To enable the students to: <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 real-life dialogues and acting them out;</li><li>• Learning new vocabulary in context;</li><li>• Using grammar rules and developing writing skilllls.</li></ul>		
<b>Learning outcomes</b>	At the end of the course the students are expected to: <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>Others</b>		+

Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm exam	November	30
	Extensive Reading	Till the final exam	10
	Writing portfolio	Till the final exam	5
	Participation/Activity	Till the final exam	10 (5+5)
	Quizzes + Speaking exam	The last week of December	5
	Grammar quiz	Till the final exam	5
	Final exam	January	35
	Total		100
Assessment and Policy	<p><b>Assessment:</b></p> <p><b>Active Reading Strategies:</b> Students are required to read intensively and extensively both updated authentic informational texts (on science, history, education, environment etc.) and narratives (fiction, drama) that focus on building attitude, language and phonetic awareness, comprehension strategies, vocabulary development, writing skills, accuracy, creativity and imagination. If successfully, students will be able to get maximal <b>10 points</b>.</p> <p><b>Writing portfolio:</b> Students are required to build portfolios that involve written tasks covered during the course. <b>Portfolio</b> evaluates students' ability to apply vocabulary gained in written form, to assess grammatical accuracy, demonstrate critical thinking and use imagination. Students are supposed to write different kinds of paragraphs throughout the semester. The teacher will evaluate all those pieces of writings and continuously students will get feedback from the teacher. If successfully, students will be able to get maximal <b>10 points</b>.</p> <p><b>Speaking exam</b> gives instructors an opportunity to diagnose any major mistakes made by students in oral language. The exam is held at the end of the course. Face-to-face interaction in oral language enables students to review the material covered during the course; build confidence to think and respond quickly; apply required vocabulary; encourage further oral proficiency; take part in the constructive exchange of ideas; communicate with two or more people on different topics and the ones related to their specific field of study. If successfully, students will be able to get maximal <b>5 points</b>.</p> <p><b>Class participation and activity.</b> The students are expected to contribute to discussions in each class, to participate in debates (debate engages students in a variety of linguistic ways. It is also highly effective for developing students critical and analytical skills) actively and to do all home assignments given by the instructor and exercises from their student's book and workbook on time. If successfully, students will be able to get maximal <b>10 points</b>.</p> <p><b>Policy:</b> <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 are excessive. Free participation is discouraged. <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. <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>		

### Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		<b>Unit 1 People</b>  <b>Video:</b> A clothes maker and a furniture maker in Johannesburg <b>Listening 1:</b> Introductions <b>Listening 2:</b> Presentations about famous people <b>Vocabulary:</b> Family, jobs, countries and nationalities <b>Grammar:</b> Subject pronouns and possessive adjectives, the verb <i>to be</i> <b>Speaking:</b> A famous person from your country  <b>Video:</b> Fishermen <b>Reading 1:</b> A profile of a famous person <b>Reading 2:</b> A very tall man! <b>Vocabulary:</b> Family <b>Grammar:</b> Nouns and verbs, subject pronouns, the verb <i>be</i> , possessive adjectives <b>Writing:</b> A profile of your family	Unlock 1 Listening, Speaking & Critical Thinking pp.15-35          Unlock 1 Reading, Writing & Critical Thinking pp.15-35
2		<b>Unit 2 Seasons</b>  <b>Video:</b> How deserts are formed <b>Listening 1:</b> A talk about different seasons <b>Listening 2:</b> A presentation about places <b>Vocabulary:</b> Seasons, weather, colours, adjectives <b>Grammar:</b> There is/there are <b>Speaking:</b> Describing photos of a place you want to visit  <b>Video:</b> The taiga forest <b>Reading 1:</b> An article about the coldest city in the world <b>Reading 2:</b> Cuban climate and weather <b>Vocabulary:</b> Climate, weather and seasons <b>Grammar:</b> Nouns and adjectives, noun phrases, prepositional phrases <b>Writing:</b> The weather in your city or town	Unlock 1 Listening, Speaking & Critical Thinking pp.37-57          Unlock 1 Reading, Writing & Critical Thinking pp.37-57
3		<b>Unit 3 Lifestyle</b>  <b>Video:</b> Festival of the winds <b>Listening 1:</b> Conversations about different lifestyles	Unlock 1 Listening, Speaking & Critical Thinking pp.59-79

		<b>Listening 2:</b> An interview <b>Vocabulary:</b> Verb collocations <b>Grammar:</b> The present simple – statements and questions <b>Speaking:</b> Interviewing students for a survey  <b>Video:</b> Toronto tourism <b>Reading 1:</b> Meet the Kombai <b>Reading 2:</b> Student timetable <b>Vocabulary:</b> Free time activities, study <b>Grammar:</b> Time expressions, parts of a sentence, the present simple <b>Writing:</b> The life of a student in your class	Unlock 1 Reading, Writing & Critical Thinking pp.59-79
4		<b>Unit 4 Places</b>  <b>Video:</b> Shanghai <b>Listening 1:</b> A presentation about a new smartphone, <b>Listening 2:</b> Following directions <b>Vocabulary:</b> Places <b>Grammar:</b> Prepositions of place, imperatives <b>Speaking:</b> Asking for and giving directions in a university town  <b>Video:</b> The cenotos of Mexico <b>Reading 1:</b> A world history of maps <b>Reading 2:</b> The Maldives <b>Vocabulary:</b> Places <b>Grammar:</b> Noun phrases with <i>of</i> , there is/there are, articles <b>Writing:</b> Facts about your country	Unlock 1 Listening, Speaking & Critical Thinking pp.81-101  Unlock 1 Reading, Writing & Critical Thinking pp.81-101
5		Presentations and evaluation Review session	
6		Presentations and evaluation Review session	
7		<b>Quiz</b> <b>Midterm Exam</b>	
8		<b>Unit 5 Jobs</b>  <b>Video:</b> Burj Khalifa <b>Listening 1:</b> A formal conversation asking for advice <b>Listening 2:</b> A discussion about job applicants <b>Vocabulary:</b> Jobs and workers <b>Grammar:</b> Have to/has to, should, comparative adjectives <b>Speaking:</b> Choosing a person for a job  <b>Video:</b> Utah's Bingham mine	Unlock 1 Listening, Speaking & Critical Thinking pp.103-123  Unlock 1 Reading, Writing & Critical Thinking

		<b>Reading 1:</b> Find_my_job.com <b>Reading 2:</b> Job mails <b>Vocabulary:</b> Jobs <b>Grammar:</b> Adjective phrases, must and have to, the pronoun <i>you</i> <b>Writing:</b> An email about a job	pp.103-123
9		<b>Unit 6 Homes and Buildings</b>  <b>Video:</b> Monticello and Jefferson <b>Listening 1:</b> A radio interview about restaurants <b>Listening 2:</b> A discussion about job applicants <b>Vocabulary:</b> Furniture <b>Grammar:</b> Giving an opinion with should <b>Speaking:</b> Discussing ideas for a new café  <b>Video:</b> Living in Singapore <b>Reading 1:</b> Architect's world: expert review <b>Reading 2:</b> Skyscrapers <b>Vocabulary:</b> Buildings <b>Grammar:</b> Adjectives, comparing quantities, comparative adjectives <b>Writing:</b> A comparison of two buildings	Unlock 1 Listening, Speaking & Critical Thinking pp.127-147  Unlock 1 Reading, Writing & Critical Thinking pp.127-147
10		<b>Unit 7 Food and Culture</b>  <b>Video:</b> Luxury fruit <b>Listening 1:</b> A classroom discussion about food culture <b>Listening 2:</b> A student presentation on food culture <b>Vocabulary:</b> Food <b>Grammar:</b> The past simple 1 - statements, yes/no questions, irregular verbs <b>Speaking:</b> Reporting the result of a survey  <b>Video:</b> Goat's cheese <b>Reading 1:</b> Tea: A world history <b>Reading 2:</b> Ten of the best by cuisine <b>Vocabulary:</b> Food and drink <b>Grammar:</b> Uncountable nouns, can and cannot, subject-verb agreement, determiners: <i>a, an</i> and <i>some</i> <b>Writing:</b> Popular food in your country	Unlock 1 Listening, Speaking & Critical Thinking pp.149-169  Unlock 1 Reading, Writing & Critical Thinking pp.149-169
11		<b>Unit 8 Transport</b>  <b>Video:</b> China's modern roadways <b>Listening 1:</b> A talk about the London	Unlock 1 Listening, Speaking & Critical Thinking pp.171-191

		<p>Underground</p> <p><b>Listening 2:</b> Two-student presentations about traffic problems</p> <p><b>Vocabulary:</b> Verbs for transport</p> <p><b>Grammar:</b> The past simple 2 – more irregular verbs, because/so</p> <p><b>Speaking:</b> Describing a transport problem, solutions and results</p> <p><b>Video:</b> Modern metros</p> <p><b>Reading 1:</b> Transport survey</p> <p><b>Reading 2:</b> Transport in Bangkok: Report</p> <p><b>Vocabulary:</b> Transport collocations</p> <p><b>Grammar:</b> Superlative adjectives, quantifiers, subject-verb-object, linking sentences with pronouns</p> <p><b>Writing:</b> Explaining the results of a survey with pronouns</p>	<p>Unlock 1 Reading, Writing &amp; Critical Thinking pp.171-191</p>
12		<b>Active reading strategies</b>	
13		<b>Presentations and evaluation Review session</b>	
14		<b>Presentations and evaluation Review session</b>	
15		<b>Quiz Speaking exam</b>	
16		<b>Final Exam</b>	