

<b>Identification</b>	<b>Subject (code, title, credits)</b>	<b>ENG102 English Foundations 2 4KU/8ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Fall, 2023
	<b>Instructor</b>	Rafiyeva Rufana
	<b>E-mail:</b>	rufanarva@gmail.com
	<b>Phone:</b>	
	<b>Classroom/hours</b>	Wednesday 09:00a.m. – 03.40 p.m. Thursday: 09:00a.m. – 03.40 p.m. Saturday: 09:00a.m. – 03.40 p.m.
	<b>Office hours</b>	
<b>Prerequisites</b>	ENGL-101	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b>, Authors Richard O'Neill, Michele Lewis, with Chris Sowton, Second edition, 2021</p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b>, Authors Stephanie Dimond-Bayir, Kimberly Russell, with Chris Sowton, Second edition, 2021</p> <p><b>ACTIVE Skills for Reading 2</b>, by Neil J. Anderson, Third edition, 2013</p> <p><b>Fundamentals of English Grammar 5th Edition</b>, by Betty S. Azar and Stacy A. Hagen, 2019</p> <p><b>English Vocabulary in Use Pre-intermediate and Intermediate Book</b>, by Stuart Redman, Lynda Edwards</p>	
<b>Course website</b>	<p>Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English</p> <p>Waygook.org /Academic English café / Online Writing Lab(OWL)</p> <p><a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a></p>	
<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 B1 is achieved.	
<b>Course objectives</b>	<p>To enable the students to:</p> <ul style="list-style-type: none"> <li>• Think critically, recognizing attitudes and proposing solutions</li> <li>• Paraphrase and analyze texts on various topics</li> <li>• Speak out and write on topics introduced via video and audio resources</li> <li>• Enrich their vocabulary through current topics as well as topics related to science, history, education, environment etc.</li> <li>• Broaden English grammar so that they can speak and write coherently</li> <li>• Build writing portfolios</li> <li>• Give individual or group presentations</li> <li>• Speak out in debates</li> </ul>	

<b>Learning outcomes</b>	By the end of this course students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate reading, listening, speaking and writing skills in English on various topics</li> <li>• Demonstrate critical thinking supporting their arguments</li> <li>• Manage to summarize and paraphrase texts and books they have read (Informational and narratives)</li> <li>• Attain literacy and communication skills while paraphrasing relevant texts and narratives</li> <li>• Remember and apply vocabulary and word definitions gained during the course</li> <li>• Apply concise grammar in written and oral tasks</li> <li>• Be able to make presentations on related or supplementary topics</li> <li>• Achieve coherent writing skills supplemented by drafting, revisions and edition</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>		+
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm exam</b>	October	<b>30</b>
	<b>Active Reading Strategy</b>	Till the final exam	<b>10</b>
	<b>Writing portfolio</b>	Till the final exam	<b>5</b>
	<b>Grammar Quiz</b>	Till the final exam	<b>5</b>
	<b>Participation</b>	Till the final exam	<b>5</b>
	<b>Speaking exam</b>	The last week of May	<b>5</b>
	<b>Activity(Debate)</b>	Till the final exam	<b>5</b>
	<b>Final exam</b>	June	<b>35</b>
	<b>Total</b>		<b>100</b>
<b>Assessment and Policy</b>	<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.</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 ofassigned 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>
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#### Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		<p><b>Unit 1 Places</b>  <b>Reading 1:</b> Rise of the megacities (Geography)  <b>Reading 2:</b> Homestay Holidays: a home away from home (Travel and Tourism)  <b>Video:</b> Destination Jakarta  <b>Vocabulary:</b> Describe places (e.g. cheap, expensive, modern, noisy)  Grammar: Noun and Adjectives (Adjectives, Countable and uncountable nouns, Articles: a, an, zero article) Quantifiers/ <u>Grammar for writing</u> (Simple sentences 1: Subject +Verb/There is/are)  <b>Writing:</b> Describe the place where you live. Write about its positives and its negatives.</p> <p><b>Listening 1:</b> A podcast about homes around the world (Geography)  <b>Listening 2:</b> A profile of Stanley Park in Vancouver, Canada (Urban planning)  <b>Video:</b> The Grand Canal  <b>Vocabulary:</b> Descriptive adjectives  <b>Grammar:</b> Review of the past simple  <b>Speaking:</b> Give a presentation about an interesting place</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>

2		<p><b>Unit 2 Festivals and Celebrations</b>  <b>Reading 1:</b> Celebrate! (Sociology)  <b>Reading 2:</b> Musical Festival (Cultural Studies)  <b>Video:</b> New Year celebrations in UK  <b>Vocabulary:</b> Describe festivals (e.g. culture, highlight, history, lucky, traditional)  <b>Grammar:</b> Prepositions of time and place/ Adverbs of frequency  <u>Grammar for writing:</u> Simple sentences 2: Objects and extra information, Prepositional phrases  <b>Writing:</b> Describe a festival or special event.</p> <p><b>Listening 1:</b> Interviews about three cultural festivals (Social Sciences)  <b>Listening 2:</b> A discussion about Thanksgiving in the US and Canada (Cultural studies)  <b>Video:</b> Harbin's ice festival  Vocabulary: Collocations with go to, take and have  <b>Grammar:</b> Review of present tense question forms/The present continuous  <b>Speaking:</b> Choose an event from a festival and persuade your group to go to it</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
3		<p><b>Unit 3 The Internet and Technology</b>  <b>Reading 1:</b> Someone's always watching you online... (Information technology)  <b>Reading 2:</b> Video games for kids: win or lose? (Information Technology)  <b>Video:</b> Predictive advertising  <b>Vocabulary:</b> Describe the internet and technology (e.g. a computer program, a smartphone) Compound nouns  <b>Grammar:</b> Giving opinions  <u>Grammar for writing:</u> Connecting ideas: And, also and too. Compound sentences/However)  <b>Writing:</b> The internet wastes our time. It does not help us do more work. Do you agree or disagree?</p> <p><b>Listening 1:</b> A student radio programme about developments in robotics (Sociology)  <b>Listening 2:</b> A news report about how computers affect memory (Psychology)  <b>Video:</b> Fibre optic cables  <b>Vocabulary:</b> of Technology  <b>Grammar:</b> can/able to  <b>Speaking:</b> Present a report about a</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>

		device or a technology	
4		<p><b>Unit 4 Weather and Climate</b>  <b>Reading 1:</b> Extreme weather (Geography)  <b>Reading 2:</b> Surviving the sea of sand: how to stay alive in the Sahara Desert (Environment Science)  <b>Video:</b> Tornadoes  <b>Vocabulary:</b> Collocations with temperature/Describe a graph  <b>Grammar for writing:</b> Comparative and superlative adjectives  <b>Writing:</b> Compare the weather in two places, using information from graphs</p> <p><b>Listening 1:</b> A student discussion on how weather affects people's moods (Psychology and Social sciences)  <b>Listening 2:</b> A news report on global warming and its effects on rainforests (Geography, Environmental science)  <b>Video:</b> The impact of oceans on climates  <b>Vocabulary:</b> Verb collocations  <b>Grammar:</b> Gerunds and infinitives/Future forms/Decisions and plans (will, be going to, present continuous), Predictions (will, be going to)  <b>Speaking:</b> Give a presentation about climate change</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
5		<b>Review session week</b>	
6		<b>Skills boost week</b>	
7		<b>Midterm exam</b>	
8		<p><b>Unit 5 Sports and Competition</b>  <b>Reading 1:</b> Five unusual sports (Sports Science)  <b>Reading 2:</b> Tough Guy: a race to the limit (Sports Science)  <b>Video:</b> A 96-year-old bungee jumper  <b>Vocabulary:</b> Describe sport  <b>Grammar:</b> Prepositions of movement  <b>Grammar for writing:</b> Subject and verb agreement  <b>Writing:</b> Describe the Sydney Triathlon</p> <p><b>Listening 1:</b> A student presentation on unusual sports (Sports science)  <b>Listening 2:</b> A discussion about money in sport (Sports science)  <b>Video:</b> Kasparov versus Deep Blue  <b>Vocabulary:</b> for sport and competition, score, prize, fan, champion, compete)  <b>Grammar:</b> Conditionals/The zero</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>

		conditional and the first conditional/Adverb of degree <b>Speaking:</b> Have a discussion about money in sport	
9		<b>Unit 6 Business</b> <b>Reading 1:</b> Are you ready for the world of work? (Human Resources) <b>Reading 2:</b> The story of Google (Business) <b>Video:</b> Amazon's fulfilment centre <b>Vocabulary:</b> Collocations with business/Business vocabulary <b>Grammar of Writing:</b> The present simple and the past simple/The time clauses with when to describe past events <b>Writing:</b> Write a narrative paragraph about the history of a business.  <b>Listening 1:</b> A conversation between a business student and a professor about a project (Business studies) <b>Listening 2:</b> A conversation between a business owner and a consultant (Business, Marketing) <b>Video:</b> Food in coffee shops <b>Vocabulary:</b> Phrasal verbs <b>Grammar:</b> Comparatives and superlatives <b>Speaking:</b> Give advice to a failing business	<b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b>  <b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b>
10		<b>Unit 7 People</b> <b>Reading 1:</b> Incredible people (Sociology) <b>Reading 2:</b> More incredible people (Sociology) <b>Video:</b> The gold prospector <b>Vocabulary:</b> Adjectives to describe people <b>Grammar:</b> Noun phrases with of <u>Grammar of writing:</u> Modals of necessity <b>Writing:</b> Who do think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.  <b>Listening 1:</b> A student presentation on creative people (History) <b>Listening 2:</b> A student conversation about a project (Business studies, Industrial design) <b>Video:</b> Trash artists <b>Vocabulary:</b> Adjective endings -ed and -ing <b>Grammar:</b> The past continuous/Forming the past continuous/the past continuous and the past simple <b>Speaking:</b> Give a presentation about	<b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b>  <b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b>

		a remarkable person and his or her work.	
11		<p><b>Unit 8 The Universe</b></p> <p><b>Reading 1:</b> The rise of commercial space travel (Space Science)</p> <p><b>Reading 2:</b> Life on other planets (Space Science)</p> <p><b>Video:</b> Going to the International Space Station</p> <p><b>Vocabulary:</b> Giving evidence and supporting an argument</p> <p><b>Grammar of writing:</b> That clauses in complex sentences/Infinitives of purpose: <i>Because and So</i></p> <p><b>Writing:</b> Should governments spend more money on space exploration? Give reasons and examples to support your opinion.</p> <p><b>Listening 1:</b> A radio programme about space travel (Space studies)</p> <p><b>Listening 2:</b> A discussion on funding for space exploration (Space studies)</p> <p><b>Video:</b> Empire of the sun</p> <p><b>Vocabulary:</b> for problems and solutions</p> <p><b>Grammar:</b> The second conditional</p> <p><b>Speaking:</b> Discuss how to get children interested in space exploration</p>	<p><b>Unlock Level 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Unlock Level 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
12		<b>Skills Boost week</b>	
13		Review session Presentations and evaluation	
14		Presentations and evaluation	
15		<b>Grammar quiz</b> <b>Speaking exam</b>	
16		<b>Final Exam</b>	