

| | | | | |
|---|---|--|----------------|--|
| Identification | Subject(code, title,credits) | ENGL101 EnglishFoundations 1 4KU-8ECTS | | |
| | Department | English Language and Literature | | |
| | Program(undergraduate ,graduate) | Undergraduate | | |
| | Term | Fall, 2023/2024 | | |
| | Instructor | Sevinj Khudiyeva | | |
| | E-mail: | sevinj.khudiyeva@khazar.org seva.kh93@gmail.com | | |
| | Phone: | +994507438446 | | |
| | Classroom/hours | Tuesday: 08.30 a.m. – 11.40 a.m. Thursday: 08.30 a.m. – 11.40 a.m. Saturday: 08.30 a.m. – 11.40 a.m. | | |
| | Office hours | Tuesday, Thursday, Saturday 15:10 p.m.– 16.00 p.m. | | |
| Prerequisites | None | | | |
| Language | English | | | |
| Compulsory/Elective | Compulsory | | | |
| Required textbooks and course materials | -Unlock 1 Listening, Speaking & Critical Thinking 2 nd 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 nd 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 | | | |
| Course website | Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org /Academic English café / Online Writing Lab(OWL) | | | |
| Course outline | 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. | | | |
| Course objectives | To enable the students to: <ul style="list-style-type: none">• Reading passages on various topics and understanding their meanings;• Developing creative thinking and imagination through extensive and intensive reading;• Listening to real-life dialogues and acting them out;• Learning new vocabulary in context;• Using grammar rules and developing writing skillls. | | | |
| Learning outcomes | At the end of the course the students are expected to: <ul style="list-style-type: none">• be able to find specific information in the reading passage;• demonstrate ability to identify the main idea of reading and summarize it;• apply learned vocabulary both in written and spoken forms;• talk on a variety of topics;• apply grammar rules learned both in spoken and written English;• be able to write a properly formatted paragraph. | | | |
| Teaching methods | Lecture | | | |
| | Group discussion | + | | |
| | Experiential exercise | | | |
| | Case analysis | | | |
| | Simulation | + | | |
| | Course paper | | | |
| | Others | + | | |
| Evaluation | Methods | Date/deadlines | Percentage (%) | |

| | | | |
|------------------------------|--|---------------------------|------------|
| | Midterm exam | November | 30 |
| | Active Reading Strategy | Till the final exam | 10 |
| | Writing portfolio/Quiz | Till the final exam | 10 |
| | Participation | Till the final exam | 5 |
| | Speaking exam | The last week of December | 5 |
| | Activity(Debate) | Till the final exam | 5 |
| | Final exam | January | 35 |
| | Total | | 100 |
| Assessment and Policy | <p>Assessment:</p> <p>Active Reading Strategies: 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 10 points.</p> <p>Writing portfolio: Students are required to build portfolios that involve written tasks covered during the course. Portfolio 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 10 points.</p> <p>Speaking exam 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 5 points.</p> <p>Class participation and activity. 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 10 points.</p> <p>Policy: Attendance (Lateness): 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. Missed exams or assignments: 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. Academic Dishonesty: 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 | | Unit 1 People Video: A clothes maker and a furniture maker in Johannesburg Listening 1: Introductions Listening 2: Presentations about famous people Vocabulary: Family, jobs, countries and nationalities Grammar: Subject pronouns and possessive adjectives, the verb <i>to be</i> Speaking: A famous person from your country Video: Fishermen Reading 1: A profile of a famous person Reading 2: A very tall man! Vocabulary: Family Grammar: Nouns and verbs, subject pronouns, the verb <i>be</i> , possessive adjectives Writing: A profile of your family | Unlock 1 Listening, Speaking & Critical Thinking pp.15-35 Unlock 1 Reading, Writing & Critical Thinking pp.15-35 |
| 2 | | Unit 2 Seasons Video: How deserts are formed Listening 1: A talk about different seasons Listening 2: A presentation about places Vocabulary: Seasons, weather, colours, adjectives Grammar: There is/there are Speaking: Describing photos of a place you want to visit Video: The taiga forest Reading 1: An article about the coldest city in the world Reading 2: Cuban climate and weather Vocabulary: Climate, weather and seasons Grammar: Nouns and adjectives, noun phrases, prepositional phrases Writing: 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 | | Unit 3 Lifestyle Video: Festival of the winds Listening 1: Conversations about different lifestyles | Unlock 1 Listening, Speaking & Critical Thinking pp.59-79 |

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

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

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

