

Identification	Subject (code, title, credits)	English Foundations 1 4KU/ECTS ENGL 101
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2023/2024
	Instructor	Ismayilova Masimova Zhala
	E-mail:	jale.ismayilova@khazar.org ismayilovazhala@gmail.com
	Phone:	
	Classroom/hours	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.
	Office hours	
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<p>Unlock 1 Listening, Speaking & Critical Thinking 2nd edition, N.M.White, Susan Peterson, Nancy Jordan with Chris Sowton, Jessica Williams and Christina Cavage, Cambridge University Press, 2019</p> <p>Unlock 1 Reading, Writing & Critical Thinking 2nd edition, Sabina Ostrowska and Kate Adams with Chris Sowton, Jessica Williams and Christina Cavage, Cambridge University Press, 2019</p> <p>Cover-to-Cover 1, Oxford University Press, 2008</p> <p>Tactics for Listening, developing Oxford University Press, by Jack.C.Richards ,2010</p> <p>Writing in Paragraphs, Dorothy E. Zemach, Carlos Islam 2011</p> <p>Cause and Effects, Reading and Vocabulary Development, Thomson, by Patricia Ackert, 2005</p>	
Course website	<p>Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English</p> <p>Waygook.org /Academic English café / Online Writing Lab(OWL)</p>	
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	<p>To enable the students to:</p> <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 skills. 	

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:</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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		<p>Unit 1 People</p> <p>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</p> <p>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</p>	<p>Unlock 1 Listening, Speaking & Critical Thinking pp.15-35</p> <p>Unlock 1 Reading, Writing & Critical Thinking pp.15-35</p>
2		<p>Unit 2 Seasons</p> <p>Video: How deserts are formed Listening 1: A talk about different</p>	<p>Unlock 1 Listening, Speaking & Critical Thinking pp.37-57</p>

		<p>seasons</p> <p>Listening 2: A presentation about places</p> <p>Vocabulary: Seasons, weather, colours, adjectives</p> <p>Grammar: There is/there are</p> <p>Speaking: Describing photos of a place you want to visit</p> <p>Video: The taiga forest</p> <p>Reading 1: An article about the coldest city in the world</p> <p>Reading 2: Cuban climate and weather</p> <p>Vocabulary: Climate, weather and seasons</p> <p>Grammar: Nouns and adjectives, noun phrases, prepositional phrases</p> <p>Writing: The weather in your city or town</p>	<p>Unlock 1 Reading, Writing & Critical Thinking pp.37-57</p>
3		<p>Unit 3 Lifestyle</p> <p>Video: Festival of the winds</p> <p>Listening 1: Conversations about different lifestyles</p> <p>Listening 2: An interview</p> <p>Vocabulary: Verb collocations</p> <p>Grammar: The present simple – statements and questions</p> <p>Speaking: Interviewing students for a survey</p> <p>Video: Toronto tourism</p> <p>Reading 1: Meet the Kombai</p> <p>Reading 2: Student timetable</p> <p>Vocabulary: Free time activities, study</p> <p>Grammar: Time expressions, parts of a sentence, the present simple</p> <p>Writing: The life of a student in your class</p>	<p>Unlock 1 Listening, Speaking & Critical Thinking pp.59-79</p> <p>Unlock 1 Reading, Writing & Critical Thinking pp.59-79</p>
4		<p>Unit 4 Places</p> <p>Video: Shanghai</p> <p>Listening 1: A presentation about a new smartphone,</p> <p>Listening 2: Following directions</p> <p>Vocabulary: Places</p> <p>Grammar: Prepositions of place, imperatives</p> <p>Speaking: Asking for and giving directions in a university town</p> <p>Video: The cenotes of Mexico</p> <p>Reading 1: A world history of maps</p> <p>Reading 2: The Maldives</p>	<p>Unlock 1 Listening, Speaking & Critical Thinking pp.81-101</p> <p>Unlock 1 Reading, Writing & Critical Thinking pp.81-101</p>

		Vocabulary: Places Grammar: Noun phrases with <i>of</i> , there is/there are, articles Writing: Facts about your country	
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 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	Unlock 1 Listening, Speaking & Critical Thinking pp.103-123 Unlock 1 Reading, Writing & Critical Thinking 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, 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 Underground Listening 2: Two-student presentations about traffic problems Vocabulary: Verbs for transport Grammar: The past simple 2 – more irregular verbs, because/so Speaking: Describing a transport problem, solutions and results Video: Modern metros Reading 1: Transport survey Reading 2: Transport in Bangkok: Report Vocabulary: Transport collocations Grammar: Superlative adjectives, quantifiers, subject-verb-object, linking sentences with pronouns Writing: Explaining the results of a survey with pronouns	Unlock 1 Listening, Speaking & Critical Thinking pp.171-191 Unlock 1 Reading, Writing & Critical Thinking pp.171-191
12		Active reading strategies	
13		Presentations and evaluation Review session	

14		Presentations and evaluation Review session	
15		Quiz Speaking exam	
16		Final Exam	