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| Identification | Subject(code, title, credits) | ENGL 201 Grammar Pre-Advanced 3KU/6ECTS |
| | Department | English Language and Literature |
| | Program(undergraduate, graduate) | Undergraduate |
| | Term | Spring, 2023 |
| | Instructor | Konul Hajiyevea |
| | E-mail: | konul.hajiyevea@khazar.org |
| | Phone: | |
| | Classroom/hours | 6 hours |
| | Office hours | As scheduled |
| Prerequisites | ENGL 103 | |
| Language | English | |
| Compulsory/Elective | Compulsory | |
| Required textbooks and course materials | <p>Azar, B. S. & Hagen, S. A. (2017). <i>Understanding and Using English Grammar</i>. Fifth Edition, Pearson.</p> <p>Evans, V. (2011). <i>Round – up: English Grammar Book (5-6)</i>.</p> <p>Swan, M. & Walter, C. (2005). <i>The Good Grammar</i>. Oxford University Press.</p> <p>Eastwood, J. (2019). <i>Oxford Practice Grammar Intermediate Tests</i>. Oxford University Press.</p> <p>Nettle, M. & Hopkins, D. (2003). <i>Developing Grammar in Context</i>. Cambridge University Press.</p> <p>Handouts</p> | |
| Course outline | <p>This course is intended for pre-advanced students majoring in English as a second or foreign language. The course provides review of both essential and finer points of the grammatical structural features of formal English. It is aimed at reinforcement of writing and speaking skills to encourage students in their effort to develop a sense of security in the mastery of English structures. The main feature of the course is its explanatory style. Each topic is discussed and then a series of sentence example in learners' first or native language are presented alongside with their English translation. The course will prove to be useful for translation and teaching English majors as a pre-requisite for translation courses dealing with a wide range of content area.</p> | |
| Course objectives | <ul style="list-style-type: none"> • To increase knowledge of the form, meaning and usage of target structures • To enable students to see grammatical structures within different academic and social contexts • To get students to integrate grammar knowledge into effective communication • To help students control their own and other's language use | |
| Learning outcomes | <p>Upon successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Examine the meaning they want to express when they use language • Interpret, paraphrase and make transitions from knowledge of grammatical structures to the ability to use them in speaking and writing • Recognize and correct the errors in their own or other's writing • To recognize and understand the meaning of complex structures | |

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| Teaching methods | Mini Lectures | | + |
| | Group Discussion | | + |
| | Individual Presentations | | + |
| | Case analysis | | |
| | Simulation | | |
| | Group work | | + |
| | Role plays | | |
| Evaluation | Methods | Date/deadlines | Percentage (%) |
| | Midterm Exam | April | 30 |
| | Grammar Test 1-2 | Before Midterm | 10 |
| | Grammar Test 3-4 | Before Final | 10 |
| | Project Presentation | May | 5 |
| | Participation | During Semester | 5 |
| | Activity | During Semester | 5 |
| | Final Exam | June | 35 |
| | Total | | 100 |
| Policy | Assessment | | |
| | Class participation and activity | | |
| | This course cannot be successful without your regular participation. Besides, you will be expected to contribute to discussions in each class, demonstrating an enquiring approach to the topics under discussion. You are also expected and highly encouraged to ask questions, make comments, or disagree with what your fellow students or instructor is saying. Following these rules, you can get 10 points (maximal). | | |
| | Assignment and quizzes | | |
| | Assignments and quizzes play an important part in your semester grade. You are expected to do all assignments given by the instructor on time. Besides, you will write 4 Grammar tests during the semester (before and after midterm exam). In case you succeed, you can get 20 points (maximal). All above mentioned make 35 points maximal. The rest 65 points you can get at midterm and final exams. (30 points for Midterm, 35 points for Final) | | |
| | Course 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 is 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. Cheating during the tests will be penalized including the possibility of a zero mark on the test. | | | |
| Tentative Schedule | | | |

| Week | Date/Day (tentative) | Topics | Textbook/Assignments |
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| 1 | | Introduction to the Course <i>PRESENT AND PAST; SIMPLE AND PROGRESSIVE</i> Simple Present and Present Progressive Simple Present and Present Progressive: Affirmative, Negative, Question Forms Verbs Not Usually Used in the Progressive (Stative Verbs) Simple Past Tense Simple Past vs. Past Progressive Unfulfilled Intentions: <i>Was/Were Going to</i> | <i>Understanding and Using English Grammar.</i> Azar, B. S. & Hagen, S. A. Chapter 1. Handouts |
| 2 | | <i>PERFECT AND PERFECT PROGRESSIVE TENSES</i> Regular and Irregular Verbs Irregular Verb List Present Perfect: <i>Since</i> and <i>For</i> Present Perfect: Unspecified Time and Repeated Events <i>Have</i> and <i>Has</i> in Spoken English Present Perfect vs. Simple Past Present Perfect Progressive Past Perfect <i>Had</i> in Spoken English Past Perfect Progressive | <i>Understanding and Using English Grammar.</i> Azar, B. S. & Hagen, S. A. Chapter 2. Handouts |
| 3 | | <i>FUTURE TIME</i> Simple Future: Forms of <i>Will</i> and <i>Be Going To</i> <i>Will</i> vs. <i>Be Going To</i> Expressing the Future in Time Clauses Using the Present Progressive and the Simple Present to Express Future Time Future Progressive Future Perfect and Future Perfect Progressive | <i>Understanding and Using English Grammar.</i> Azar, B. S. & Hagen, S. A. Chapter 3. Handouts |
| 4 | | <i>REVIEW OF TENSE FORMS</i> <i>Grammar Test 1</i> <i>THE PASSIVE VOICE</i> Active vs. Passive Tense Forms of the Passive Phrasal Modals Stative (Non-Progressive) Passive The Passive with <i>Get</i> <i>-ed/-ing</i> Adjectives | <i>Understanding and Using English Grammar.</i> Azar, B. S. & Hagen, S. A. Chapter 4 and Chapter 11. Handouts |
| 5 | | <i>NOUNS</i> | |

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| | | <p>Regular and Irregular Plural Nouns</p> <p>Nouns as Adjectives</p> <p>Possessive Nouns</p> <p>More About Expressing Possession</p> <p>Count and Noncount Nouns</p> <p>Noncount Nouns</p> <p>Some Common Noncount Nouns</p> <p>Expressions of Quantity Used with Count and Noncount Nouns</p> <p>Using <i>A Few</i> and <i>Few</i>; <i>A Little</i> and <i>Little</i></p> <p>Singular Expressions of Quantity: <i>One, Each, Every</i></p> <p>ARTICLES</p> <p>Articles (<i>A, An, The</i>) with Indefinite and Definite Nouns</p> <p>Articles: Generic Nouns</p> <p>Descriptive Information with Definite and Indefinite Nouns</p> <p>General Guidelines for Article Usage</p> <p>Using <i>The</i> or <i>0</i> with Titles and Geographic Names</p> | <p><i>Understanding and Using English Grammar. Azar, B. S. & Hagen, S. A. Chapter 6 and Chapter 7. Handouts</i></p> |
| 6 | | Novruz holiday | |
| 7 | | <p>PRONOUNS</p> <p>Pronouns and Possessive Adjectives</p> <p>Agreement with Generic Nouns and Indefinite Pronouns</p> <p>Personal Pronouns: Agreement with Collective Nouns</p> <p>Reflexive Pronouns</p> <p>Using <i>You, One, and They</i> as Impersonal Pronouns</p> <p>Forms of <i>Other</i></p> <p>Common Expressions with <i>Other</i></p> | <p><i>Understanding and Using English Grammar. Azar, B. S. & Hagen, S. A. Chapter 8. Handouts</i></p> |
| 8 | | <p>Grammar Test 2</p> <p><i>Revision Exercises</i></p> <p>MIDTERM EXAMINATION</p> | |
| 9 | | <p>Adjective & Adverb</p> <p>Order of Adjectives</p> <p>Adjectives and Adverbs which have the Same Form</p> <p>Word order of Adverbs</p> <p>Types of Comparison</p> | <p><i>Round – up: English Grammar Book 6 Unit 4 Handouts</i></p> |
| 10 | | <p>MODALS, Part 1</p> <p>Basic Modal Introduction</p> <p>Expressing Necessity: <i>Must, Have To, Have Got To</i></p> <p>Lack of Necessity (<i>Not Have To</i>) and Prohibition (<i>Must Not</i>)</p> | <p><i>Understanding and Using English Grammar. Azar, B. S. & Hagen, S. A.</i></p> |

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| | | <p>Advisability/Suggestions: <i>Should, Ought To, Had Better, Could</i></p> <p>Expectation: <i>Be Supposed To/Should</i></p> <p>Ability: <i>Can, Know How To, and Be Able To</i></p> <p>Possibility: <i>Can, May, Might</i></p> <p>Requests and Responses with Modals</p> <p>Polite Requests with <i>Would You Mind</i></p> <p>The Passive Forms of Modals</p> <p>Making Suggestions: <i>Let's, Why Don't, Shall I/We</i></p> | Chapter 9. Handouts |
| 11 | | <p><i>Types of Sentences</i></p> <p>Affirmative Sentences</p> <p>Interrogative Sentences</p> <ul style="list-style-type: none"> • <i>General Questions</i> • <i>Special Questions</i> <p>Exclamatory Sentences</p> <p>Imperative Sentences</p> <p><i>Grammar Test 3</i></p> | Handouts |
| 12 | | <p><i>Reported Speech</i></p> <p>Reporting Verbs</p> <p>Changing from Direct into Reported Speech (<i>Statements</i>)</p> <p><i>Reported Questions</i></p> <p><i>Reported Commands/Requests/Suggestions</i></p> <p><i>Modals in Reported Speech</i></p> <p>Punctuation in Direct Speech</p> | Handouts |
| 13 | | <p><i>GERUNDS AND INFINITIVES, PART 1</i></p> <p>Gerunds and Infinitives: Introduction</p> <p>Common Verbs Followed by Gerunds</p> <p>Common Verbs Followed by Infinitives</p> <p>Infinitives with Objects</p> <p>Common Verbs Followed by Either Infinitives or Gerunds</p> <p>Using Gerunds as the Objects of Prepositions</p> <p><i>Go + Gerund</i></p> <p>Special Expressions Followed by <i>-ing</i></p> <p><i>It + Infinitive</i>; Gerunds and Infinitives as Subjects</p> <p>Reference List of Verbs Followed by Infinitives</p> <p>Reference List of Verbs Followed by Gerunds</p> <p>Reference List of Preposition Combinations Followed by Gerunds</p> | <p><i>Understanding and Using English Grammar. Azar, B. S. & Hagen, S. A. Chapter 14.</i></p> <p>Handouts</p> |
| 14 | | <i>GERUNDS AND INFINITIVES, PART 2</i> | <i>Understanding and Using</i> |

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| | | Infinitive of Purpose: <i>In Order To</i> Adjectives Followed by Infinitives Using Infinitives with <i>Too</i> and <i>Enough</i> Passive Infinitives and Gerunds: Present Past Forms of Infinitives and Gerunds: Active and Passive Using Gerunds or Passive Infinitives Following <i>Need</i> Using Verbs of Perception Using the Simple Form After <i>Let</i> and <i>Help</i> Using Causative Verbs: <i>Make, Have, Get</i> Using a Possessive to Modify a Gerund | <i>English Grammar.</i> Azar, B. S. & Hagen, S. A. <i>Chapter 15.</i> Handouts |
| 15 | | Grammar Test 4 Revision of all Units | |
| | | FINAL EXAMINATION | |