

Identification	Subject(code, title,credits)	ENGL 102 English Foundations 2-4 KU/8ECTS
	Department	English Language and Literature
	Program(undergraduate,graduate)	Undergraduate
	Term	Spring, 2022
	Instructor	Leyla Almammadova
	E-mail:	Leyla.almammadova@khazar.org
	Classroom/hours	12 hours
	Office hours	As scheduled
Prerequisites	ENGL-101	
Language	English	
Compulsory/ Elective	Compulsory	
Required textbooks and course materials	<p>Outcomes, pre-intermediate Student's Book by Hugh Dellar, Andrew Walkley, National Geographic Learning 2018</p> <p>Intelligent Business, pre-intermediate, Coursebook by Christine Johnson Pearson Education Limited, 2006</p> <p>Cover-to-Cover 2, 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> <p>Internet recourses: News in levels, 6 minute English</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 B1 is achieved.	
Course objectives	<p>To enable the students to:</p> <ul style="list-style-type: none"> • Thinking critically, recognizing attitudes and proposing solutions • Paraphrase and analyze texts on various topics • Speak out and write on topics introduced via video and audio resources • Enrich their vocabulary through current topics as well as topics related to science, history, education, environment etc. • Broaden English grammar so that they can speak and write coherently • Build writing portfolios • Give individual or group presentations • Speak out in debates 	

Learning outcomes	By the end of this course students should be able to: <ul style="list-style-type: none"> • Demonstrate reading, listening, speaking and writing skills in English on various topics • Demonstrate critical thinking supporting their arguments • Manage to summarize and paraphrase texts and books they have read (Informational and narratives) • Attain literacy and communication skills while paraphrasing relevant texts and narratives • Remember and apply vocabulary and word definitions gained during the course • Apply concise grammar in written and oral tasks • Be able to make presentations on related or supplementary topics • Achieve coherent writing skills supplemented by drafting, revisions and edition 		
Teaching methods	Lecture		
	Group discussion		+
	Experiential exercise		
	Case analysis		
	Simulation		+
	Course paper		
	Others		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm exam	April	30
	Extensive reading	Till final exam	5
	Writing portfolio	Till the final exam	5
	Grammar quiz	Till the final exam	5
	Participation/Activity	Till final exam	10
	Speaking exam	Till final exam	5
	Quiz	Till final exam	5
	Final exam	June	35
	Total		100
Policy/Assessment	<p>Assessment</p> <p>Oral 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>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>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>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>Course policies</p> <p>Attendance (Lateness): Attendance is important. Absences can be detrimental to one's</p>		

	<p>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>
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Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		Unit 1. Jobs <ul style="list-style-type: none"> Grammar: Present Simple and present continuous, Present Simple and present continuous for the future Vocabulary: Talking about jobs, Collocations, Activities at work Speaking: Questions about jobs Listening: Talking about work, Managing your time Reading: There is no money in it 	Outcomes, Pre-intermediate, p. 6-13
2		Unit 2 Shops <ul style="list-style-type: none"> Grammar: Past Simple, Comparatives Vocabulary: Describing things you bought, Shopping online Speaking: Where are you from? Listening: Talking about shopping, Conversation in a shop Reading: Click to buy 	Outcomes, Pre-intermediate, p. 14-23
3		Unit 3. Getting there <ul style="list-style-type: none"> Grammar: Past Simple and past continuous, Quantifiers with countable and uncountable nouns Vocabulary: Places in town, Travelling by plane, Transport Speaking: Where are you from? Listening: Talking about shopping, Conversation in a shop Reading: Lessons in life: how not to miss flights 	Outcomes, Pre-intermediate, p. 24-31
4		Unit 4 Eat <ul style="list-style-type: none"> Grammar: Present Perfect simple, too and not ... enough Vocabulary: Restaurants, describing food Speaking: Giving directions, Apologizing for being late Listening: Discussing where to eat, Choosing dishes from a menu Reading: Breakfast around the world 	Outcomes, Pre-intermediate, p. 32-41
5		Unit 5 Relax <ul style="list-style-type: none"> Grammar: Plans and arrangements, superlatives Vocabulary: Places and equipment, Sports and games, Word families Speaking: Introducing negative comments Listening: Plans for the weekend, Why is football popular? , Hobbies to help you relax Reading: There is more to sport than football 	Outcomes, Pre-intermediate, p. 42-49

6		Unit 6 Family and Friends <ul style="list-style-type: none"> Grammar: Question formation, Similarities and contrasts Vocabulary: Family and friends, Character and habits, Words with the same verbs and noun forms Speaking: Explaining who people are Listening: Talking about people, The family business Reading: Online friends, What kind of an online friend are you? 	Outcomes, Pre-intermediate, p. 50-59
7		Presentations and evaluation Review session Midterm Exam	
8		Unit 7 Your place <ul style="list-style-type: none"> Grammar: Have to/ don't have to, can and can't Vocabulary: Describing places, Where I live, Staying with people Speaking: Explaining who people are Listening: Where are you from? Staying in someone's home Reading: My new home 	Outcomes, Pre-intermediate, p. 60-77
9		Unit 8 Education <ul style="list-style-type: none"> Grammar: First conditionals, had to and could Vocabulary: Stages of education, Education systems , Cheating Speaking: No? Listening: Comparing education systems Reading: Cheating their way to the top 	Outcomes, Pre-intermediate, p. 78-85
10		Unit 9 Mind and body <ul style="list-style-type: none"> Grammar: Giving advice, Imperatives Vocabulary: Illness and health problems, Phrases with mind and matter, Parts of the body Speaking: Common questions about illness Listening: How are you feeling? , Health advice Reading: Mind over matter 	Outcomes, Pre-intermediate, p. 86-95
11		Unit 10 Places to stay <ul style="list-style-type: none"> Grammar: Giving advice, Imperatives Vocabulary: Illness and health problems, Phrases with mind and matter, Parts of the body Speaking: Common questions about illness Listening: How are you feeling? , Health advice Reading: Mind over matter 	Outcomes, Pre-intermediate, p. 86-95
12		Unit 11 Science and Nature <ul style="list-style-type: none"> Grammar: Giving advice, Imperatives Vocabulary: Illness and health problems, Phrases with mind and matter, Parts of the body Speaking: Common questions about illness Listening: How are you feeling? , Health advice 	Outcomes, Pre-intermediate, p. 96-103

		<ul style="list-style-type: none"> • Reading: Mind over matter 	
13		Unit 12 On the phone <ul style="list-style-type: none"> • Grammar: Giving advice, Imperatives • Vocabulary: Illness and health problems, Phrases with mind and matter, Parts of the body • Speaking: Common questions about illness • Listening: How are you feeling? , Health advice • Reading: Mind over matter 	Outcomes, Pre-intermediate, p. 104-113
14		Presentations and evaluation Review session Speaking exam	
16		Final Exam	