

<b>Identification</b>	<b>Subject (code, title,credits)</b>	<b>ENGL 102 English Foundations-2 4 KU- 8ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2024
	<b>Instructor</b>	Valida Salmanova
	<b>E-mail:</b>	valida.salmanova@khazar.org
	<b>Classroom/hours</b>	Tuesday, Thursday, Saturday
	<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>New Total English, pre-intermediate Student's Book by Araminta Grace with Richard Acklam, Pearson Education Limited, 2011</p> <p>Active Skills for Reading Student Book 2, Third Edition by Neil J Anderson, National Geographic Learning, 2013</p> <p>Listening and Notetaking Skills 1, Fourth Edition by Patricia A. Dunkel and Phyllis L.Lim, National Geographic Learning, 2014</p> <p>4000 Essential English Words 2 by Paul Nation, 2009</p> <p>Writing Academic English, Fourth Edition (The Longman Academic Writing Series, Level 4) by Alice Oshima and Ann Houge, Pearson Education Limited, 2006</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>LearnEnglish.BritishCouncil.org</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>	Group discussion	
	<b>Experiential exercise</b>		
	<b>Case analysis</b>		
	<b>Simulation</b>	Simulation	
	<b>Course paper</b>		
	<b>Others</b>		
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm exam</b>		<b>30</b>
	<b>Grammar Quiz</b>		<b>5</b>
	<b>Vocabulary Quiz</b>		<b>5</b>
	<b>Speaking exam</b>		<b>5</b>
	<b>Activity(Debate)</b>		<b>5</b>
	<b>Participation</b>		<b>5</b>
	<b>Active Reading Strategy</b>		<b>5</b>
	<b>Writing Quiz</b>		<b>5</b>
	<b>Final exam</b>		<b>35</b>
	<b>Total</b>		<b>100</b>
<b>Assessment / Policy</b>	<p><b>Oral 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>10 points</b>.</p> <p><b>Quizzes:</b>          During the course, students will do two quizzes related to the topics taught (one before and one after midterm) and can get maximal <b>5 points</b>.</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> .  <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> .		
	<b>Attendance (Lateness):</b> Attendance is important 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.  <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 of assigned homework are necessary.  <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.  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.		
<b>Tentative Schedule</b>			
<b>Week</b>	<b>Date/Day (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments/Reading</b>
1		Introduction to the course. Ice breaking activities	
2		<b>24 hours</b> Simple present, adverbs of frequency, present continuous <b>Course content:</b> Going out, describe your day and lifestyle, time phrases Valentino Rossi – motorcycle champion. What do you like doing at the weekend? Write about yourself and your interests	New Total English, Unit 1, Workbook, Unit 1 Cover-to-Cover 2, Unit 7

3		<b>Music</b> Past simple, present perfect simple: experience, questions, have/has <b>Course content:</b> Music, achievements, Shakira – pop star and business woman Write a short biography about someone’s life	New Total English, Unit 2 Workbook, Unit 2 Cover-to-Cover 2, Unit 3
4		<b>Taste</b> Be going to, present continuous, defining relative clauses <b>Course content:</b> Describing food, easily – confused words Cook your way to a better life! Write a note or message to a friend	New Total English, Unit 3 Workbook, Unit 3 Cover-to-Cover 2, Unit 1
5		<b>Survival</b> Comparative, superlative adjectives, indirect question <b>Course content:</b> Describing people, survival skills Going up and going down Write a “thank you” email	New Total English, Unit 4 Workbook, Unit 4 Cover-to-Cover 2, Unit 6
6		<b>Stages</b> <i>Should, have to, can</i> , present perfect simple, <i>used to</i> <b>Course Content:</b> Friendship, habits Life at eighteen Write about someone’s life story	New Total English, Unit 5 Workbook, Unit 5 Cover-to-Cover 2, Unit 5
7		<b>Places</b> <i>Will, may, might</i> , countable and uncountable nouns, <i>too, too much/many, (not) enough</i> <b>Course content:</b> Geographical features, describing a place, urban environment Garden of freedom – my favorite place Write a description of a favorite place	New Total English, Unit 6 Workbook, Unit 6 Cover-to-Cover 2, Unit 4
8		Presentations and evaluation Review session <b>Midterm Exam</b>	

9		<b>Body</b> First conditional, gerunds and infinitives, <i>stop, try, remember</i> <b>Course content:</b> appearance, personality, illness Cover girl Write an apology with an explanation	New Total English, Unit 7 Workbook, Unit 7 Cover-to-Cover 2, Unit 9
10		<b>Speed</b> Present simple passive, prepositions of time, past continuous and past simple <b>Course content:</b> phrasal verbs, measurements Take your time! Write a short story describing a sequence of events	New Total English, Unit 8  Workbook, Unit 8 Cover-to-Cover 2, Unit 11
11		<b>Work</b> <i>can, could, be able to</i> , adverbs of manner, past simple passive <b>Course content:</b> Work, crime Ben gets dream job! Write a professional profile	New Total English, Unit 9 Workbook, Unit 9 Cover-to-Cover 2, Unit 12
12		<b>Travel</b> Present perfect simple, verbs with objects, past perfect simple <b>Course content:</b> Greetings and gifts My backpacking holiday in Brazil! Write about recent travel experiences	New Total English, Unit 10 Workbook, Unit 10 Cover-to-Cover 2, Unit 8
13		<b>Influence</b> <i>Would, articles, will and be going to</i> <b>Course content:</b> Phrasal verbs, the media Raised by animals! Write about your opinions of a film	New Total English, Unit 11 Workbook, Unit 11 Cover-to-Cover 2, Unit 10
14		<b>Money</b> Second conditional, reported speech, <i>both, either, neither</i> <b>Course content:</b> money, money in education How much do you want to pay? Write a formal email/letter	New Total English, Unit 12 Workbook, Unit 12 Cover-to-Cover 2, Unit 2
15		Presentations and evaluation Review session <b>Speaking exam</b>	
16		<b>Final Exam</b>	

