

**Bachelor program,
Instrumentation Engineering (INEN) program, "Foreign Languages" department**

Course Unit Title	Foreign Language: General English and Speech Practice	
Course Unit Code	HF-B02-1	
Type of Course Unit	Core	
Level of Course Unit	1 st year INEN program	
National Credits	0	
Number of ECTS Credits Allocated	8	
Theoretical (hour/week)	0	
Practice (hour/week)	8	
Laboratory (hour/week)	0	
Year of Study	1	
Semester when the course unit is delivered	1	
Course Coordinator	Maharramazada Gulnar	
Name of Lecturer (s)	Maharramazada Gulnar	
Name of Assistant (s)	-	
Mode of Delivery	Face to Face	
Language of Instruction	English	
Prerequisites	Elementary English level	
Recommended Optional Programme Components	-	
Course description:		
<p>This course has been designed for intermediate students to develop practical classroom language skills in studying English for General Purposes. The course helps students develop their skills in English to allow them to master their university studies. It also focuses on assisting students in achieving greater independence in their language learning with a view towards life-long learning as English language specialists.</p> <p>The course tries to offer students ample opportunity to use the language in both its oral and written form, with particular emphasis on speaking activities. This will be achieved through a variety of procedures and assignments, like peer-to-peer and group interaction / assignments, both spoken and written, or the more metacognitive task of reflecting on their own learning. So it focuses on developing all integrated skills: Reading, Writing, Listening and Speaking.</p>		
Objectives of the Course:		
<p>The main goal of the course is to master the "B1" English level of the "Common European Framework of Reference". The course also aims at providing students with the confidence to communicate in English in a variety of different settings, for example social, professional and academic.</p> <p>Other goals are to:</p> <p>a) help students develop the listening and note taking skills needed to succeed in academic contexts</p> <p>b) help students build confidence in their speaking ability- in casual conversation, classroom discussion, and formal presentations.</p> <p>Our final goals are to:</p> <p>a) give students the skills and confidence to comprehend academic texts. Develop academic reading and critical thinking and note taking skills</p> <p>b) enable students to display the knowledge that has been gained from readings either in written assignments or in tests.</p>		
Learning Outcomes		
At the end of the course the student will be able to		Assessment
1.	understand the main points of clear texts on familiar topics in standard language	1,3
2.	scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task	1,2,3

3.	produce simple, organised texts about familiar topics	2,3
4.	describe experiences, events, wishes and aspirations, and explain opinions and plans.	2,3
5.	write in an appropriate style	1,3
6.	enter unprepared into conversations on familiar topics and follow clearly articulated speech directed at him/her in everyday conversation	1,3

Assessment Methods: 1. Final Exam, 2. Presentation, 3. Midterm exam

Course's Contribution to Program

		CL
1	Ability to develop as a specialist in the field of fundamental sciences and apply basic knowledge.	4
2	Ability to analyze and model functional and structural schemes of various purpose devices and systems.	3
3	Ability to use modern methods and tools, creation, selection, and application of engineering and information technology tools and modern devices and equipment.	4
4	The ability to use the strategy of team cooperation in the exchange of information, knowledge, and experience to achieve the set goal.	4
5	As a result of training, the ability to use engineering knowledge, mathematical models, and basic concepts of physics and chemistry in production and technological processes, automation, measurement, and control systems.	4
6	The ability to use modern software to process technical documents of devices, design their structures, and algorithmize processes.	4
7	The ability to apply artificial intelligence to improve the quality characteristics of measurement and control systems.	1
8	The ability to process information acquisition, processing, and transmission processes based on schematic and programmable logical integrated circuits.	3
9	Ability to use knowledge to improve quality indicators and environmental safety of production processes.	4
10	Self-development ability to apply theoretical and experimental knowledge in solving modern engineering problems.	4

CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate, 4: High, 5: Very High)

Course content

Week	Chapter	Topics	Exam
1	<p>At the end of the week SS are able to</p> <ol style="list-style-type: none"> talk about likes and dislikes name school subjects, sports and hobbies in English. describr people's hair and clothers use adjectives to describe feelings give opinion on people's stories <p style="text-align: center;">Core material</p> <p>WB p.4-11 SB p. 4- 12 SB p.108</p> <p style="text-align: center;">Supplementary materials</p> <ol style="list-style-type: none"> https://learnenglish.britishcouncil.org/ https://www.bbc.co.uk/learningenglish https://www.ted.com 	<ul style="list-style-type: none"> Introduction. I-A, B, C, D. Reading: everyday activities (go shopping, have a picnic). Listening: CD – 1.03 Speaking: Discussing school subjects, sports and hobbies. Describing a picture: people's appearance. Writing: Describing a friend. Unit 1-A, B, C, D. Feelings. Reading: a.Are all lottery winners happy? b. The British (Culture 1) Listening: CD – 1.05, 1.08 Speaking: describing people 	

		Writing: Sentence completion (using adjectives to describe feelings and modifying adverbs)	
	<p>At the end of the week SS are able to</p> <ol style="list-style-type: none"> 1. read, listen and understand a text about unusual medical condition. 2. relate and react to past events 3. use informal language including phrasal verbs in an informal context. 4. understand description of holiday adverts using landscape features, adjectives and prepositions of place. 5. write the opening paragraph of a story using the past continuous. 6. understand text about extreme sports. <p style="text-align: center;">Core material</p> <p>WB p.12- 23 SB p. 13-22 SB p.109</p> <p style="text-align: center;">Supplementary materials</p> <ol style="list-style-type: none"> 1. https://www.esolcourses.com/content/topicsmenu/pre-intermediate.html 2. https://www.ecenglish.com/learnenglish/lessons/how-describe-objects 	<ul style="list-style-type: none"> • Unit 1-E,F,G,H. Feelings. Reading: A life without pain Listening: CD – 10.13, 1.14 Speaking: Narrating events Writing: A description of an event • Unit 2- A,B,C,D. Adventure Reading: a. Opening paragraph of a story. b. Robinson Crusoe (Culture 2) Listening: CD – 1.16, 1.17, 1.18 Speaking: Landscape Writing: Opening paragraph of a story. Sentence completion 	
2	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. use related verbs and nouns to discuss teen exploration. 2. understand the survival story 3. describe and speculate about the photo 4. write an invitation to a party and a reply 5. skim a text to get a general idea about it and read it more carefully for specific information. <p style="text-align: center;">Core material</p> <p>WB p.24-29 SB p.23-29</p> <p style="text-align: center;">Supplementary material</p> <ol style="list-style-type: none"> 1. https://learnenglish.britishcouncil.org/english-levels/online-english-level-test 2. www.oup.com/elt 3. www.britishcouncil.org/aptis 	<ul style="list-style-type: none"> • Unit 2- E,F,G,H. Adventure Reading: Lost at sea Listening: CD – 1.22, 1.23 Speaking: Photo description Writing: An invitation • Exam Skills Trainer (1) Reading: Lost in Australia Listening: CD – 1.24 Speaking: describing and speculating about the photo Writing: short email invitation to a friend 	
	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. talk about films and TV programmes. 2. use vocabulary for types of films and TV programmes. 3. use instructions and questions to guess the content of a listening text. 4. talk about prohibition and necessity. 5. write an informal letter <p style="text-align: center;">Core material</p> <p>WB p.30-37</p>	<ul style="list-style-type: none"> • Unit 3- A,B,C,D. On Screen Reading: a. the text about the game b. Screen exports (Culture 3) Listening: CD – 1.26, 1.27, 1.30 Speaking: Films and TV programmes Writing: TV advert and slogan • Unit 3- E,F,G,H. On Screen Reading: Why video games are good for your health 	

	<p>SB p.30-39 SB p.110</p> <p style="text-align: center;">Supplementary material</p> <p>1. https://learnenglish.britishcouncil.org/ 2. www.britishcouncil.org/aptis 3. www.IELTSgeneralreadingwritingsamples</p>	<p>Listening: CD – 1.33 Speaking: Reaching an agreement Writing: An informal letter</p>	
3	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. describe weather and temperatures. 2. make comparisons 3. understand the text about a meteor. 4. plan and take part in a n interview between a journalist and a witness to a natural disaster. 5. give opinion on global warming 6. predict the content of a text</p> <p style="text-align: center;">Core material</p> <p>WB p.42-47 SB p. 40-47 SB p. 111</p> <p style="text-align: center;">Supplementary material</p> <p>1. www.oup.com/elt/solutions 2. https://www.youtube.com/watch?v=CxVOqjrC6B0</p>	<p style="text-align: center;">• Unit 4- A, B, C. Our planet</p> <p>Reading: a. A shooting star b. The English language (Culture 4) Listening: CD – 1.34, 1.35, 1.37 Speaking: Describing the weather. Writing: A dialogue between a journalist and a witness to a natural disaster.</p> <p style="text-align: center;">• Unit 4- D, E, F. Our planet</p> <p>Reading: Gliders in the storm Listening: CD – 1.38, 1.39 Speaking: Global warming and climate change Writing: Short text writing. Sentence completion</p>	
	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. compare and contrast photos. 2. express their opinion about a photo 3. write an article about a global issue. 4. use climate change collocations, expressions to give opinions and the zero conditional. 5. predict the content of a recording.</p> <p style="text-align: center;">Core material</p> <p>WB p.48-49 SB p. 48- 51</p> <p style="text-align: center;">Supplementary material</p> <p>1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com 4. https://learnenglish.britishcouncil.org</p>	<p style="text-align: center;">• Unit 4- G, H. Our planet</p> <p>Reading: text about global warming Listening: CD – 2.02, 2.03 Speaking: Photo comparison Writing: An article</p> <p style="text-align: center;">• Exam Skills Trainer (2)</p> <p>Reading: Hurricane in Jamaica Listening: CD – 2.04 Speaking: compare and contrast the two photos. Writing: a message to a friend</p>	
4	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. talk about jobs. 2. speak about plans, predictions, offers and promises. 3. use markers and signposts to predict what they are going to hear next. 4. rephrase sentences using words with prefixes 5. understand a text about people’s dream jobs.</p> <p style="text-align: center;">Core material</p> <p>WB p.52-59 SB p. 52- 59 SB p. 112</p> <p style="text-align: center;">Supplementary material</p>	<p style="text-align: center;">• Unit 5- A, B, C. Ambition</p> <p>Reading: British entrepreneurs (Culture 5) Listening: CD – 2.06, 2.07, 2.12 Speaking: discuss answers to questionnaire. Speak about jobs that you would like to try for a week. Writing: Text completion (using will and going to)</p> <p style="text-align: center;">• Unit 5- D, E, F. Ambition</p> <p>Reading: Dream jobs Listening: CD – 2.13</p>	Medterm

	<p>1. http://learnenglish.britishcouncil.org/en/word 2. https://learnenglish.britishcouncil.org/</p>	<p>Speaking: What is the best job you can find? Writing: Text completion (using first conditional)</p>	
	<p>At the end of the lesson SS are able to 1. compare and contrast different holiday jobs. 2. write a letter for job application. 3. use formal language correctly 4. describe visitor attractions. 5. talk about recent events. 6. understand and use emphatic stress</p> <p style="text-align: center;">Core material</p> <p>WB p.58-67 SB p.60-66 SB p.113</p> <p style="text-align: center;">Supplementary material</p> <p>1. https://www.youtube.com/watch?v=KaA_mxga3PQ 2. https://breakingnewsenglish.com</p>	<p>• Unit 5- G, H. Ambition Reading: job adverts Listening: CD – 2.14 Speaking: Choosing a job Writing: An application letter</p> <p>• Unit 6- A, B, C, D. Tourism Reading: Alcatraz (Culture 6) Listening: CD – 2.16, 2.22 Speaking: Worth a visit Writing: Sentence completion</p>	
5	<p>At the end of the lesson SS are able to 1. understand and use compound nouns related to travel. 2. understand a text about holiday without parents 3. describe and compare the pictures. 4. exchange information about tourist attractions. 5. write a holiday blog post</p> <p style="text-align: center;">Core material</p> <p>WB p. 68-71 SB p. 67- 73</p> <p style="text-align: center;">Supplementary material</p> <p>1. www.oup.com/elt/solutions 2. https://www.youtube.com/watch?v=UMXST-MynxE</p>	<p>• Unit 6- E, F, G, H. Tourism Reading: Free at last? Listening: CD – 2.27, 2.28 Speaking: Planning a holiday Writing: A holiday blog</p> <p>• Exam Skills Trainer (3) Reading: My trip to Delhi Listening: CD – 2.29 Speaking: role-play a conversation Writing: a blog post</p>	
	<p>At the end of the lesson SS are able to 1. talk about shops and different services. 2. talk about prices in different currencies. 3. talk about imaginary situations using the second conditional 4. discuss different situations using verbs to do with money 5. talk about events that happened at different times in the past using past perfect and the past simple. 6. identify and use different verb patterns. 7. look for connections in the text to find missing sentences.</p> <p style="text-align: center;">Core material</p> <p>WB p.74-79 SB p.74- 81 SB p.114</p>	<p>• Unit 7- A, B, C. Money Reading: Wall Street (Culture 7) Listening: CD – 2.31, 2.33, 2.35, 2.36 Speaking: talk about different shops and services Writing: Sentence completion</p> <p>• Unit 7- D, E, F. Money Reading: Box Clever, Aaron Levie Listening: CD – 2.37 Speaking: Events happening at different times in the past Writing: Text completion (using past perfect, different verb patterns)</p>	

	<p style="text-align: center;">Supplementary material</p> <p>1. www.britishcouncil.org/aptis 2. www.oup.com/elt</p>		
6	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. compare and contrast photos 2. write a post suggesting how to spend million euros. 3. talk about and describe different crimes. 4. know words for crimes and criminals and can use associated phrases. 5. report what other people have said.</p> <p style="text-align: center;">Core material</p> <p>WB p. 80-87 SB p. 82 – 86</p> <p style="text-align: center;">Supplementary material</p> <p>1. https://learnenglish.britishcouncil.org/english-levels/online-english-level-test 2. www.oup.com/elt</p>	<ul style="list-style-type: none"> • Unit 7- G, H. Money Reading: If I had € 1million Listening: CD – 2.38 Speaking: Photo comparison and presentation Writing: An opinion essay • Unit 8- A, B. Crime Reading: Text about crime p.86 Listening: CD- 2.40, 2.41 Speaking: Crime and criminals Writing: Sentence completion 	
	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. understand crime reports and stories 2. change the tense of direct speech sentences to form reported speech sentences 3. use “say” and “tell” correctly 4. understand and use different adjective suffixes 5. give their opinion on the text</p> <p style="text-align: center;">Core material</p> <p>WB p. 88-91 SB p. 87- 91</p> <p style="text-align: center;">Supplementary material</p> <p>1. https://learnenglish.britishcouncil.org/english-levels/online-english-level-test 2. www.oup.com/elt</p>	<ul style="list-style-type: none"> • Unit 8- C, D. Crime Reading: Bungling burglar Listening: CD – 3.02, 3.03 Speaking: Outlaws that are on the side of ordinary people, and against authority. Writing: Text completion • Unit 8- E,F. Crime Reading: Who was the Somerton Man? Listening: CD – 3.04 Speaking: books and TV films about mystery crimes Writing: Sentence completion 	
7	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. describe photos showing crimes. 2. express their personal opinion of crimes. 3. write a logical and coherent email 4. use informal language correctly and add details to develop different points 5. predict the identity of a speaker and their reasons for speaking 6. write an email about a time they witnessed a robbery</p> <p style="text-align: center;">Core material</p> <p>WB p. 92- 93 SB p. 92- 95 SB p.115</p> <p style="text-align: center;">Supplementary material</p> <p>1. https://learnenglish.britishcouncil.org/english-levels/online-english-level-test 2. www.oup.com/elt</p>	<ul style="list-style-type: none"> • Unit 8- G, H. Crime Reading: Sherlock Holmes (Culture 8) Listening: CD – 3.05, 3.06, 3.07 Speaking: Photo description and comparison Writing: an email • Exam Skills Trainer (4) Reading: The crime of the century Listening: CD – 3.08 Speaking: Photo description and comparison Writing: an email to a friend about a time you witnessed a robbery 	Midterm

	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. describe gadgets and talk about their use. 2. use present and past passive in the context of technology. 3. listen and identify the speaker's intention. 4. use different forms of passive voice. 5. understand and use verb + preposition collocations 6. give their opinions about the most important inventions and discoveries in history <p style="text-align: center;">Core material</p> <p>WB p. 96-101 SB p.96-103</p> <p style="text-align: center;">Supplementary material</p> <ol style="list-style-type: none"> 1. www.oup.com/elt/solutions 2. https://breakingnewsenglish.com 3. https://learnenglish.britishcouncil.org 	<ul style="list-style-type: none"> • Unit 9- A, B, C. Science Reading: A brief history of mobile phones Listening: CD – 3.10 Speaking: Gadgets Writing: Sentence completion • Unit 9- D, E, F. Science Reading: a. Inventions the world forgot b. The camera revolution Listening: CD – 3.13 Speaking: Inventions and discoveries in history that are the most important. Writing: Sentence completion 	
8	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. complain about faulty goods in a shop using vocabulary for gadgets and phrases for making complaints. 2. write a formal letter about the pros and cons of cheap travel for young people on buses. 3. include conjunctions in their writing and phrases for summing up. 4. scan a text to find out what kind of text is it. <p style="text-align: center;">Core material</p> <p>WB p. 102-103 SB p.104-107 SB p.116</p> <p style="text-align: center;">Supplementary material</p> <ol style="list-style-type: none"> 1. www.oup.com/elt/solutions 2. https://breakingnewsenglish.com 3. https://learnenglish.britishcouncil.org 	<ul style="list-style-type: none"> • Unit 9- G, H. Science Reading:Computer pioneers(Culture9) Listening: CD -3.14, 3.15 Speaking: Making a complaint Writing: A formal letter • Exam Skills Trainer (5) Reading: five short texts Listening: CD – 3.16 Speaking: complain in a shop Writing: A formal letter 	
	<p>At the end of the week SS are able to</p> <ol style="list-style-type: none"> 1. talk about what I did in the school holidays 2. use different tenses to talk about the present and future 3. form and use a variety of adjectives correctly 4. use articles and talk about plans and predictions 5. talk about the different stages of people's lives 6. identify the attitude and intention of a speaker. <p style="text-align: center;">Core material</p> <p>SB pp. 4-12 SB p. 112 WB pp. 4-11</p> <p style="text-align: center;">Supplementary materials</p> <ol style="list-style-type: none"> 1. https://learnenglish.britishcouncil.org/ 2. https://www.bbc.co.uk/learningenglish 3. https://www.ted.com 	<ul style="list-style-type: none"> • Introduction. I-A, B, C, D. Reading 1: Matching headings (Supplementary reading) Listening: CD-1.02, 1.03 Speaking: a. Weekend activities b. Picture description. Writing: Sentence completion (using personality adjectives) • Unit 1-A, B, C, D. Generations. Reading: a. Text cohesion (Supplementary material). b. Ethnic minorities in the UK (Culture 1) Listening: CD- 1.08, 1.09. Speaking: Photo comparison Writing: Sentence completion. 	

9	<p>At the end of the week SS are able to</p> <ol style="list-style-type: none"> 1. three-part phrasal verbs 2. use understand a text about how teenagers can get on better with their parents 3. role-play a conversation about an exchange programme 4. write a message in response to an advertisement <p>Core material</p> <p>SB pp.13- 19 WB pp. 12- 17</p> <p>Supplementary materials</p> <ol style="list-style-type: none"> 1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com 	<ul style="list-style-type: none"> • Unit 1- E, F, G, H. Generations. <p>Reading: How to handle your parents Writing: a message in response to an advertisement Listening: CD- 1.16 Speaking: a. Photo comparison b. Role-play a conversation about an exchange programme</p> <ul style="list-style-type: none"> • Exam Skills Trainer (1) <p>Listening: CD-1.17 Speaking: Giving advice Reading: a text about staying young Writing: an informal letter</p>	
	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. talk about likes and dislikes and leisure activities 2. use the past simple and present perfect tenses correctly 3. identify the context of a dialogue 4. use the present perfect simple and continuous correctly 5. use compounds correctly 6. understand a text about an outdoor game 7. discuss ideas for a day out and justify their opinions <p>Core material</p> <p>SB pp. 20-29 SB p.113 WB pp. 18-25</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. http://learnenglish.britishcouncil.org/en/word 2. https://learnenglish.britishcouncil.org/ 	<ul style="list-style-type: none"> • Unit 2- A, B, C, D. Leisure time <p>Reading: Tinseltown (Culture 2) Writing: a. Short text writing. b. Sentence completion Listening: CD-1.18, 1.19, 1.20 Speaking: a. At a restaurant. b. Quiz: Sport and leisure</p> <ul style="list-style-type: none"> • Unit 2- E, F, G, H. Leisure time <p>Reading: GPS challenge. b) Matching headings Writing: A blog post Listening: CD-1.22, 1.23 Speaking: Stimulus-based discussion</p>	
10	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. identify parts of the body and talk about injuries 2. speculate and make predictions about the future 3. talk about events in the future and when they will happen 4. recognize different words formed from the same base 5. understand an article about the human body clock 6. describe photos and answer questions 7. write an opinion essay <p>Core material</p> <p>SB pp.30- 39 SB p. 114 WB. pp. 30-37</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. http://learnenglish.britishcouncil.org/en/word 2. www.britishcouncil.org/aptis 	<ul style="list-style-type: none"> • Unit 3- A, B, C, D. The human body <p>Reading: a. British sporting events (Culture 3) b. Matching headings (supplementary material) Listening: CD-1.30, 1.31 Speaking: a. Accidents and injuries b. Making predictions about your future Writing: Text completion (using future time expressions)</p> <ul style="list-style-type: none"> • Unit 3- E, F, G, H. The human body <p>Reading: Body clock Listening: CD-1.34, 1.35. Writing: An opinion essay</p>	

		Speaking: Photo description	
	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. describe types of holidays 2. use the future continuous and future perfect forms 3. identify the context of a conversation <p>Core material</p> <p>SB pp. 40-45 SB p. 111 WB pp. 38-42</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. https://learnenglish.britishcouncil.org/ 2. www.britishcouncil.org/aptis 3. www.IELTSgeneralreadingwritingsamples 	<p>• Exam Skills Trainer (2)</p> <p>Listening: CD- 1.36</p> <p>Speaking: Different activities comparison during planned weekend</p> <p>Reading: a. Filling in the gaps with removed sentences in the text. b. Matching headings (Supplementary reading)</p> <p>Writing: An essay (Eating habits of teenagers.)</p> <p>• Unit 4- A, B, C. Home</p> <p>Reading: Royal palaces (Culture 4)</p> <p>Writing: Sentence completion</p> <p>Speaking: Picture comparison (different types of houses)</p> <p>Listening: CD- 2.04, 2.07</p>	
11	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. talk about imaginary situations and things I would like to change 2. use ‘do’, ‘make’ and ‘take’ correctly 3. understand an article about alternative houses 4. write an email to a friend about a new home 5. describe, compare and contrast photos <p>Core material</p> <p>SB pp. 46-51 WB pp. 43-47</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. http://www.teachingenglish.org.uk/article/learning-styles 2. www.britishcouncil.org/aptis 3. www.IELTSgeneralreadingwritingsamples 	<p>• Unit 4- D, E, F. Home</p> <p>Reading: Alternative living</p> <p>Listening: CD- 2.10</p> <p>Writing: text completion</p> <p>Speaking: Original homes</p> <p>• Unit-4- G, H. Home</p> <p>Listening: CD- 2.12</p> <p>Reading: a. Strange places to live in (WB) b. Sequencing (Supplementary material)</p> <p>Writing: an email to a friend</p> <p>Speaking: Picture comparison for making a choice to live in</p>	
	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. talk about computers and communication technology 2. use quantifiers 3. distinguish fact from opinion 4. use past modals 5. use the correct prepositions after adjectives 6. understand a text about artificial intelligence <p>Core material</p> <p>SB pp. 52-59 SB p. 116 WB pp 52-56</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com 4. https://learnenglish.britishcouncil.org 	<p>• Unit 5- A, B, C. Technology</p> <p>Reading: Benjamin Franklin</p> <p>Listening: CD-2.15.</p> <p>Speaking: Role-play (giving each other instructions on how to buy and download a song, create a new document, buy something online etc.)</p> <p>Writing: Writing a short summary of a text</p> <p>• Unit 5- D, E, F. Technology</p> <p>Reading: a. Testing intelligence b. Matching headings. (Supplementary reading)</p> <p>Listening: CD-4.11 (Culture)</p> <p>Speaking: Hard work is the mother of good luck.’</p>	

		Writing: Text completion (using prepositions)	
12	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. compare photos and answer questions 2. write an internet forum post about a new gadget 3. identify the right collocation 4. think critically about the topic <p>Core material</p> <p>SB pp. 60-63 SB p. 112 WB pp. 57-61</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. http://learnenglish.britishcouncil.org/en/word 2. https://learnenglish.britishcouncil.org/ 	<p>• Unit 5- G, H. Technology</p> <p>Listening: CD-2.20, 2.22 Reading: Intelligent footballers (WB) Speaking: a) Photo comparison Writing: An internet forum post</p> <p>• Exam Skills Trainer (3)</p> <p>Reading: Back in time Listening: CD- 2.23 Speaking: Photo comparison (talking about homeless people in Britain) Writing: A forum post about new smartphone bought recently</p>	
	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. describe people's character 2. use defining relative clauses 3. listen for linking words and phrases 4. use non-defining relative clauses 5. use separable and inseparable phrasal verbs 6. understand a text about a fashion entrepreneur 7. exchange information about jobs 8. write a for and against essay about education and work <p>Core material</p> <p>SB pp. 64-73 SB p. 117 WB pp. 62-69</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com 	<p>• Unit 6- A, B, C, D. High flyers</p> <p>Reading: British public schools (Culture 6) Listening: CD-2.27, 2.28, 2.29 Speaking: The main qualities when you are in the given situations Writing: Text completion (using relative clauses)</p> <p>• Unit 6- E, F, G, H. High flyers</p> <p>Listening: CD-2.31 Speaking: Exchanging information about jobs Reading: Girlboss Writing: An essay about education and work</p>	
13	<p>At the end of the lesson SS are able to</p> <ol style="list-style-type: none"> 1. talk about the arts 2. identify and use different forms of the passive 3. listen for implication and subtext 4. use the structure 'have something done' 5. use indefinite pronouns 6. understand a text about street art <p>Core material</p> <p>SB pp. 74-81 SB p. 118 WB pp. 74-79</p> <p>Supplementary material</p> <ol style="list-style-type: none"> 1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word3 3. https://breakingnewsenglish.com 4. https://learnenglish.britishcouncil.org 	<p>• Unit 7- A, B, C. Artists</p> <p>Reading: Charles Dickens (Culture 7) Writing: Text completion (using passive or active voice). Listening: CD-3. 05, 3.06 Speaking: Cultural activities</p> <p>• Unit 7- D, E, F. Artists</p> <p>Listening: CD- 3.07 Speaking: Photo comparison Reading: Granny graffiti Writing: Dialogue completion (using indefinite pronouns)</p>	
	<p>At the end of the lesson SS are able to</p>	<p>• Unit 7- G, H. Artists</p>	

	<p>1. compare photos and role-play a discussion 2. write a book review 3. to engage sb and maintain his/her interest from start to finish 4. brainstorm about the topic</p> <p style="text-align: center;">Core material</p> <p>SB pp. 82-85 to make suggestions WB pp. 80-83</p> <p style="text-align: center;">Supplementary material</p> <p>1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com</p>	<p>Reading: Matching headings (supplementary material) Listening: CD-3.09 Writing: Book review Speaking: Photo comparison</p> <p style="text-align: center;">• Exam Skills Trainer</p> <p>Listening: CD- 3.10 Reading: The article about a type of art Speaking: A role-play conversation Writing: Organising information in a logical order</p>	
14	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. talk about using the phone 2. use a reported speech 3. identify the main idea of a listening text 4. report questions correctly</p> <p style="text-align: center;">Core material</p> <p>SB pp. 86-90 SB p. 115 WB pp. 84-87</p> <p style="text-align: center;">Supplementary material</p> <p>1. www.britishcouncil.org/aptis 2. http://learnenglish.britishcouncil.org/en/word3 https://breakingnewsenglish.com 4. https://learnenglish.britishcouncil.org</p>	<p style="text-align: center;">• Unit 8- A, B. Messages</p> <p>Reading: Sharing the pain Writing: Rewriting the sentences in reported speech. Listening: CD-3.11, 3.12 Speaking: Photo comparison</p> <p style="text-align: center;">• Unit 8- C, D. Messages</p> <p>Listening: CD-3.15 Speaking: Report somebody's answers to the class Reading: Silent darkness (Culture 8) Writing: Text completion (using reported speech)</p>	
	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. use a variety of reporting verbs 2. understand a text about cell phone novels 3. describe a photo and answer questions about it 4. write a story</p> <p style="text-align: center;">Core material</p> <p>SB pp. 91-95 SB p.119 WB pp. 88- 91</p> <p style="text-align: center;">Supplementary material</p> <p>1. http://learnenglish.britishcouncil.org/en/word 2. https://learnenglish.britishcouncil.org/</p>	<p style="text-align: center;">• Unit 8- E, F. Messages</p> <p>Reading: a. Different type of phone book b. Matching headings (Supplementary material) Writing: Text completion (choosing the correct options) Listening: CD-4.17 (Culture) Speaking: Photo description</p> <p style="text-align: center;">• Unit 8- G, H. Messages</p> <p>Listening: CD-3.19 Speaking: Taking turns to compare and contrast photos Reading: Reading across two texts (Supplementary reading) Writing: writing a story using notes</p>	
15	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. talk about travel and transport 2. talk about imaginary events in the past 3. identify the context of a conversation and its register 4. use participle clauses correctly 5. identify and use verb patterns</p>	<p style="text-align: center;">• Unit 9- A, B, C. Journeys</p> <p>Reading: Victorian explorers (Culture 9) Listening: CD- 3.21, 3.25 Speaking: Talking about travelling Writing: Sentence completion (using third conditional)</p>	

	<p>6. understand texts about mistakes</p> <p style="text-align: center;">Core material</p> <p>SB pp. 96-103 SB p. 120 WB pp. 96- 101</p> <p style="text-align: center;">Supplementary material</p> <p>1.ww.britishcouncil.org/aptis 2.http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com 4.https://learnenglish.britishcouncil.org</p>	<ul style="list-style-type: none"> ● Unit 9- D, E, F. Journeys <p>Listening: CD-4.19 (Culture) Speaking: Text completion (using the infinitive with or without to) Reading: Disastrous mistakes! Writing: Text completion with participle clauses</p>	
	<p style="text-align: center;">At the end of the lesson SS are able to</p> <p>1. have a conversation about holiday plans 2. write a formal letter of enquiry 3. manage most situations on a trip to places where English is used 4. read and comprehend and guess the meaning of new words based on contexts and recognize the structure of the texts.</p> <p style="text-align: center;">Core material</p> <p>SB pp. 104-107 SB p. 116 WB pp. 102-107</p> <p style="text-align: center;">Supplementary material</p> <p>1. ww.britishcouncil.org/aptis 2.http://learnenglish.britishcouncil.org/en/word 3. https://breakingnewsenglish.com</p>	<ul style="list-style-type: none"> ● Unit 9- G, H. Journeys <p>Reading: Reading across two texts (Supplementary reading) Writing: a formal letter of enquiry Listening: CD-3.28 Speaking: Conversation about holiday plans</p> <ul style="list-style-type: none"> ● Exam Skills Trainer. <p>Listening: CD- 3.29 Speaking: Problem solving Reading: The article about a 17-th century travel writer. Writing: Reply to the enquiry</p>	
16			Final exam
<p style="text-align: center;">Recommended Sources</p> <p>TEXTBOOK(S)</p> <p>Tim Falla, Paul A Davies, Solutions Pre-Intermediate(Third edition) Student’s Book Tim Falla, Paul A Davies, Solutions Pre- Intermediate(Third edition) Workbook Tim Falla, Paul A Davies, Solutions Intermediate(Third edition) Student’s Book Tim Falla, Paul A Davies, Solutions Intermediate(Third edition) Workbook E. Mason and F. Martin APTIS TEST https://learnenglish.britishcouncil.org/ https://www.bbc.co.uk/learningenglish https://www.ted.com http://www.teachingenglish.org.uk/article/learning-styles http://busyteacher.org/8176--ed-ing-adjectives-worksheet.html www.IELTSgeneralreadingwritingsamples www.britishcouncil.org/aptis http://learnenglish.britishcouncil.org/en/word https://breakingnewsenglish.com</p>			
<p>Assessment</p>			
Attendance	0%	Less than 75% class attendance results in NA grade	
Presentation	20%		
Lab. works	0%		
Course work	0%		

Quiz	10%		
Midterm Exam	20%	Written Exam	
Final Exam	50%	Written Exam	
Total	100%		
Assessment Criteria			
Final grades are determined according to the Academic Regulations of Azerbaijan State Oil and Industry University for undergraduate studies			
Course Policies			
<ol style="list-style-type: none"> 1. Attendance of the course is mandatory. 2. Material presented in the lecture as well as assigned readings will be included in testing. 3. Late assignments will not be accepted unless an agreement is reached with the lecturer. 4. Cheating and plagiarism will not be tolerated. 5. Cheating will be penalized according to the Azerbaijan State Oil and Industrial University General Student Discipline Regulations 			
ECTS allocated based on Student Workload			
Activities	Number	Duration (hour)	Total Workload (hour)
Course duration in class	15	8	120
Presentation	1	7	7
Self-study	15	4	60
Tutorials	15	1	15
Midterm Examination	1	3	3
Preparation for midterm exam	1	12	12
Final Examination	1	3	3
Preparation for final exam	1	20	20
Total Workload			240
Total Workload/30(h)			240/8
ECTS Credit of the Course			8