

<b>Identification</b>	<b>Subject (code, title, credits)</b>	ENGL102, English Foundations 2 4 KU/8ECTS
	<b>Department</b>	English Language and Literature
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2026
	<b>Instructor</b>	
	<b>E-mail:</b>	
	<b>Phone:</b>	
	<b>Classroom/hours</b>	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.
	<b>Office hours</b>	Monday, Friday. 3:10 p.m.– 6.00 p.m.
<b>Prerequisites</b>	None	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book Student's Book</b>, by Mari Vargo, Laurie Blass and Kristin Sherman, Third edition, 2025</p> <p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b>, John Hughes, Third edition, 2025</p>	
<b>Course website</b>	Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org /Academic English café / Online Writing Lab(OWL) <a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a>	
<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>	To enable the students to: <ul style="list-style-type: none"> <li>• Reading passages on various topics and understanding their meanings</li> <li>• Developing creative thinking and imagination through extensive and intensive reading</li> <li>• Listening to real-life dialogues and acting them out</li> <li>• Learning new vocabulary in context</li> <li>• Using grammar rules and developing writing skills</li> <li>• Reading light science materials in English</li> </ul>	

<b>Learning outcomes</b>	At the end of the course the students are expected to: <ul style="list-style-type: none"> <li>• Be able to find specific information in the reading passage</li> <li>• Demonstrate ability to identify the main idea of reading and summarize it</li> <li>• Apply learned vocabulary both in written and spoken forms</li> <li>• Talk on a variety of topics</li> <li>• apply grammar rules learned both in spoken and written English</li> <li>• be able to write a properly formatted paragraph</li> </ul>		
<b>Teaching methods</b>	<b>Lecture</b>		
	<b>Group discussion</b>	+	
	<b>Experiential exercise</b>	+	
	<b>Case analysis</b>	+	
	<b>Simulation</b>	+	
	<b>Course paper</b>	+	
	<b>Others</b>	+	
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm exam</b>	April	<b>30</b>
	<b>Active Reading Strategy</b>	Till the final exam	<b>7</b>
	<b>Writing portfolio</b>	Till the final exam	<b>5</b>
	<b>Grammar Quiz</b>	Till the final exam	<b>5</b>
	<b>Participation</b>	Till the final exam	<b>5</b>
	<b>Speaking exam</b>	The last week of May	<b>8</b>
	<b>Activity</b>	Till the final exam	<b>5</b>
	<b>Final exam</b>	June	<b>35</b>
	<b>Total</b>		<b>100</b>
<b>Assessment and Policy</b>	<p><b>Assessment:</b></p> <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>7 points</b>.</p> <p><b>Writing portfolio:</b>          Students are required to build portfolios that involve written tasks covered during the course.  <b>Portfolio</b> 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 <b>5 points</b>.</p> <p><b>Speaking 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;</p>		

	<p>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>8 points</b>.</p> <p><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>.</p> <p><b>Policy:</b></p> <p><b>Attendance (Lateness):</b> 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 four 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><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.</p> <p><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.</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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<b>Tentative Schedule</b>			
<b>Week</b>	<b>Date/Day (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments/Reading</b>



		<p><b>Option 2</b> Discuss your healthy habits</p>	
2		<p><b>Unit 2 Inventive Solutions Technology Explore the Theme Inventions That Changed the World</b></p> <p><b>Reading 1:</b> The Power of Creativity</p> <p><b>Video:</b> Solar Stickers</p> <p><b>Reading 2:</b> Simple Solutions for Big Problems</p> <p><b>Vocabulary Extension</b>  <i>Adjective +power;</i>  <i>Power+noun;-able and -ible</i></p> <p><b>Writing</b>  -Review of the Simple Past Tense  -Supporting the Main Ideas and Giving Details  -Write a paragraph about an innovation and how it changed people’s lives</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>Technology Today and Tomorrow Technology</b></p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>

		<p><b>Lesson A Artificial Intelligence</b></p> <p><b>Video: Robots of the Deep</b></p> <p><b>Lesson B Tech for good</b></p> <p><b>Speaking &amp; Pronunciation</b></p> <ul style="list-style-type: none"> <li>-Give Reasons</li> <li>-Long and Short Vowels</li> <li>-Disagree politely</li> </ul> <p><b>Grammar &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Present Perfect</li> <li>-Signal Words with the Present Perfect</li> <li>-Collocations</li> </ul> <p><b>Final Tasks</b></p> <p><b>Option 1</b> Discuss Human and Machine Intelligence</p> <p><b>Option 2</b> Present a Useful App</p>	
3		<p><b>Unit 3 Going Global</b></p> <p><b>Sociology</b></p> <p><b>Explore the Theme</b></p> <p><b>When Pop Culture Went Global</b></p> <p><b>Reading 1:</b> Globalization and the Korean Wave</p> <p><b>Video:</b> A Beloved Song</p> <p><b>Reading 2:</b> The New Beauty</p> <p><b>Vocabulary Extension</b></p> <p>Changing Word Forms with -ment; -er/-or</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Using the Present Perfect Tense Form</li> <li>-Writing a Concluding Sentence</li> <li>-Write a paragraph about a trend that has gone global</li> </ul> <p><b><u>Listening and Speaking</u></b></p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 2 Listening, Speaking</b></p>

	<p><b><u>Culture and Identity</u></b> <b><u>Sociology</u></b></p> <p><b>Lesson A</b> :A Mexican Tradition <b>Video:</b> The People of the Horse <b>Lesson B:Travel and Identity</b></p> <p><b>Speaking &amp; Pronunciation</b> -Define unfamiliar terms -The vowel sound /3r/ -Repeat and emphasize</p> <p><b>Grammar &amp; Vocabulary</b> -Adjective Clauses -Noun and Adjective Suffixes</p> <p><b>Final Tasks</b> <b>Option 1</b> Discuss something popular from another culture <b>Option 2</b> Present your identity</p>	<p><b>and Critical Thinking Student's Book</b></p>
4	<p><b>Unit 4 Saving Our Seas</b> <b>Natural Science</b></p> <p><b>Explore the Theme</b> <b>Ocean Impact</b></p> <p><b>Reading 1</b> A Better Earth?</p> <p><b>Reading 1:</b> Where Have All Fish Gone?</p> <p><b>Video:</b> The Story of Cabo Pulmo</p> <p><b>Reading 2:</b> An interview with Barton Seaver</p> <p><b>Vocabulary Extension</b> <i>Changing Word Forms with -ial;verb +on</i></p> <p><b>Writing</b> -Describing Charts and Graphs -Explaining a Chart or Graph -Write a paragraph explaining the information presented in a graph</p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

	<p><b><u>Listening and Speaking</u></b></p> <p><b>Let's Eat</b> <b>Natural Science</b></p> <p><b>Lesson A:</b> Food Psychology <b>Video:</b> Small Changes <b>Lesson B :</b> Culinary Medicine</p> <p><b>Speaking &amp; Pronunciation</b> -Give and ask for opinions -Spelling patterns for long vowel sounds -Participate in a debate</p> <p><b>Grammar &amp; Vocabulary</b> -Active vs.Passive Voice -<i>Parts of Speech</i></p> <p><b>Final Tasks</b> <b>Option 1</b> Discuss how grocery stores affect consumers <b>Option 2</b> Debate whether cooking should be taught in schools</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
5	<p><b>Unit 5 Memory and Learning Psychology /Biology</b></p> <p><b>Explore the Theme</b> <b>How to remember</b></p> <p><b>Reading 1:</b> Down Memory Lane</p> <p><b>Video:</b> House of Cards</p> <p><b>Reading 2:</b> Sleep and Memory</p> <p><b>Vocabulary Extension</b> Changing Word Forms with -ize; Expressions with <i>state</i></p> <p><b>Writing</b> -Using <i>By+Gerund</i> -Using an Outline -Write a paragraph about how to improve your memory</p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

		<p><b><u>Listening and Speaking</u></b></p> <p><b><u>Inside the Brain</u></b>  <b>Psychology</b></p> <p><b>Lesson A: Making Memories</b>  <b>Video: 3-D Brain Scans</b>  <b>Lesson B : The Exercise -Brain Connection</b></p> <p><b>Speaking &amp; Pronunciation</b>  - Make suggestions  - Recognize linking  - Describe images</p> <p><b>Grammar &amp; Vocabulary</b>  - <i>Infinitives after Verbs</i>  - Words with Multiple Meanings</p> <p><b>Final Tasks</b>  <b>Option 1</b> Discuss strategies for learning a language  <b>Option 2</b> Present advice to future students</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
6		<p><b>Review session week</b>  <b>Skills boost week</b></p>	
7		<p><b>Midterm exam</b></p>	
8		<p><b>Unit 6 Trends in Education</b>  <b>Education</b></p> <p><b>Explore the Theme</b>  <b>VR and AR Technology in Schools</b></p> <p><b>Reading 1:</b> Technology in the Classroom</p> <p><b>Video:</b> An Outdoor Learning Experience</p> <p><b>Reading 2:</b> Prioritizing Students' Mental Health</p> <p><b>Vocabulary Extension</b>  <i>en-</i>; Adjectives for Emotion</p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

	<p><b>Writing</b>          -Using <i>Zero Conditional</i> to give advice          -Giving Details That Support Advice          -Write a paragraph giving advice about preparing to go to college</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>Knowledge is Power Education</b></p> <p><b>Lesson A: Teaching Yourself</b>  <b>Video: The World’s Oldest Programmer</b>  <b>Lesson B: Choosing a major</b></p> <p><b>Speaking &amp; Pronunciation</b>          -Relate to what your audience knows          -Silent consonants          -Check understanding</p> <p><b>Grammar &amp; Vocabulary</b>          -Comparative and superlative adjectives          -Phrasal verbs</p> <p><b>Final Tasks</b>  <b>Option 1</b> Discuss sayings about education  <b>Option 2</b> Present on something you want to study</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
9	<p><b>Unit 7 Nature’s Fury Earth Science</b></p> <p><b>Explore the Theme Extreme Nature</b></p> <p><b>Reading 1: When Tornadoes Strike</b></p> <p><b>Video: Thunderstorms</b></p> <p><b>Reading 2: Wildfires</b></p> <p><b>Vocabulary Extension</b>  <i>ex-; Changing Word Forms with -ly</i></p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

		<p><b>Writing</b>          -Describing a Process          -Organizing a Process Paragraph          -Writing a paragraph about a natural or biological process</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>Our Changing World          Earth Science</b></p> <p><b>Lesson A:</b> Studying Earth Science  <b>Video:</b> Earthquakes 101  <b>Lesson B:</b> A Revolution in Earth Science</p> <p><b>Speaking &amp; Pronunciation</b>          -Use Linking Words          -Dropped Consonants          -Give a Joint Presentation</p> <p><b>Grammar &amp; Vocabulary</b>          -<i>Time Words and Expressions</i>          -<i>Commonly Confused Words</i></p> <p><b>Final Tasks</b>  <b>Option 1</b> Create a List for a Disaster Supplies Kit  <b>Option 2</b> Talk about a Change in Our World</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
10		<p><b>Unit 8 Building Wonders          Architecture/Archeology</b></p> <p><b>Explore the Theme          Great Monuments</b></p> <p><b>Reading 1:</b> Unfinished Masterpiece</p> <p><b>Video:</b> A Daring Design</p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

		<p><b>Reading 2:</b> Amazing Structures</p> <p><b>Vocabulary Extension</b> <i>Adjective+style;trans-</i></p> <p><b>Writing</b> -Using Comparative Adjectives -Writing a Comparison Paragraph -Write a paragraph comparing two different structures</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>Living History</b> <b>Anthropology/Archaeology</b></p> <p><b>Lesson A: Preserving the Past</b> <b>Video:</b> Secrets of Ancient Egypt <b>Lesson B: Crowd Science</b></p> <p><b>Speaking &amp; Pronunciation</b> -Summarize -Sentence Stress -Consider what your listeners need to know</p> <p><b>Grammar &amp; Vocabulary</b> -Infinitives of Purpose -Negative Prefixes and Suffixes</p> <p><b>Final Tasks</b> <b>Option 1</b> Discuss Special Objects from your past <b>Option 2</b> Present a Historical Object, Site, or Person</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
11		<p><b>Unit 9 Form and Function</b></p> <p><b>Life Science</b></p> <p><b>Explore the Theme</b> <b>Adaptation and Survival</b></p> <p><b>Reading 1:</b> What are Feathers for?</p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

	<p><b>Video:</b> Amazing Adaptations</p> <p><b>Reading 2:</b> Design by Nature</p> <p><b>Vocabulary Extension</b> <i>Adjective+advantage ;pro-</i></p> <p><b>Writing</b> -Using Synonyms -Writing a Summary Paragraph -Write a paragraph summarizing a section of the reading passage “Design by Nature”</p> <p><b><u>Listening and Speaking</u></b></p> <p><b><u>Species Survival</u></b> <b><u>Life Science</u></b></p> <p><b>Lesson A:</b> Protecting Endangered Creatures <b>Video :</b> Amazing Chameleons <b>Lesson B:</b> Solving the Mosquito Problem</p> <p><b>Speaking &amp; Pronunciation</b> -Express Cause and Effect -Thought Groups -Mention your Sources</p> <p><b>Grammar &amp; Vocabulary</b> -Adverbs and Modals of Possibility and Necessity -Antonyms</p> <p><b>Final Tasks</b> <b>Option 1</b> Design a Poster to Protect a Plant or Animal <b>Option 2</b> Give a presentation about an Endangered Species</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
12	<p><b>Unit 10 Reimagining Work Business</b></p> <p><b>Explore the Theme</b> <b>Designing a Home Office</b></p> <p><b>Reading 1: Making money by</b></p>	<p><b>Pathways 2 Reading, Writing and Critical Thinking Student's Book</b></p>

		<p><b>Being Funny</b></p> <p><b>Video:</b> An Adventure Storyteller</p> <p><b>Reading 2:</b> Understanding Digital Nomadism</p> <p><b>Vocabulary Extension</b> Changing Word Forms with -ation;noun/adjective +<i>security</i></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Making Concessions</li> <li>- Writing an Argumentative Paragraph</li> <li>- Write an argumentative paragraph about becoming a digital nomad</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <p>Finding Success Business</p> <p><b>Lesson A:</b> Five Things you Need to Succeed <b>VIDEO:</b> Eco-Fuel Africa <b>Lesson B: Rule Breakers</b></p> <p><b>Speaking &amp; Pronunciation</b></p> <ul style="list-style-type: none"> <li>-Paraphrase</li> <li>-Stress for Contrast</li> <li>-Organise your Talk</li> </ul> <p><b>Grammar &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Adverbs of Degree</li> <li>-Word Blends</li> </ul> <p><b>Final Tasks</b></p> <p><b>Option 1</b> Discuss Different Kinds of Success <b>Option 2</b> Describe a Failure that Became a Success</p>	<p><b>Pathways 2 Listening, Speaking and Critical Thinking Student's Book</b></p>
13		<p><b>Review session</b> <b>Skills Boost week</b></p>	
14		<p><b>Presentations and evaluation</b></p>	
15		<p><b>Speaking exam</b></p>	

16		<b>Final Exam</b>	
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