

Identification	Subject (code, title, credits)	English Foundations 2 4 KU/8ECTS ENGL 102
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall 2026
	Instructor	Elnura Feyzulla-zada
	E-mail:	feyzullazadeelnura@gmail.com
	Phone:	050-518-11-63
	Classroom/hours	Monday: 15:20 p.m. – 18.30 p.m. Thursday: 15:20 p.m. – 18.30 p.m. Friday: 15:20 p.m. – 18.30 p.m.
	Office hours	Monday/ Friday- 15:20 p.m. – 18.30 p.m. Thursday: 15:20 p.m. – 18.30 p.m.
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	Pathways 2 Reading, Writing and Critical Thinking Student's Book Student's Book, by Mari Vargo, Laurie Blass and Kristin Sherman, Third edition, 2025 Pathways 2 Listening, Speaking and Critical Thinking Student's Book, Author By John Hughes, Third edition, 2025	
Course website	Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org /Academic English café / Online Writing Lab (OWL) https://dictionary.cambridge.org/	
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	To enable the students to: • Reading passages on various topics and understanding their meanings • Developing creative thinking and imagination through extensive and intensive reading • Listening to real-life dialogues and acting them out • Learning new vocabulary in context • Using grammar rules and developing writing skills • Reading light science materials in English	

Learning outcomes	At the end of the course the students are expected to: • Be able to find specific information in the reading passage • Demonstrate ability to identify the main idea of reading and summarize it • Apply learned vocabulary both in written and spoken forms • Talk on a variety of topics • apply grammar rules learned both in spoken and written English • be able to write a properly formatted paragraph		
Teaching methods	Lecture		
	Group discussion		+
	Experiential exercise		
	Case analysis		
	Simulation		+
	Course paper		
	Others		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm exam	April	30
	Active Reading Strategy	Till the final exam	7
	Writing portfolio	Till the final exam	5
	Grammar Quiz	Till the final exam	5
	Participation	Till the final exam	5
	Speaking exam	The last week of December	8
	Activity	Till the final exam	5
	Final exam	June	35
	Total		100
Assessment and Policy	Assessment: Active Reading Strategies: Students are required to read intensively and extensively both updated authentic informational texts (on science, history, 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 7 points. Writing portfolio: 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 writing and continuously students will get feedback from the teacher. If successfully, students will be able to get maximal 5 points. Speaking exam 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 8 points.		

	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.
Disciplinary 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 absence one (1) point will be deducted from the grade point average. More than 16 unexcused absences are 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. 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 tests will be penalized including the possibility of a zero mark on the test. AI Policy: Students may use artificial intelligence (AI) tools to support their learning, brainstorming, and revision, unless otherwise specified for a particular assignment. However, students are responsible for ensuring that their submitted work reflects their own understanding and effort. Any use of AI tools must be appropriately acknowledged or cited when required. Students should not use AI to generate or complete assignments when the instructor has explicitly prohibited its use. Misrepresenting AI-generated work as entirely one's own may be considered a violation of academic integrity.

Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		Unit 1 Happiness (Health Science/Sociology) Happy Hot Spots Reading 1 Is There a Recipe for Happiness? VIDEO: Llama Therapy Reading 2 Four Keys to Happiness Vocabulary Extension Expressions with living; Words as Nouns and Verbs Writing -Review of the Simple Present Tense -Writing a Strong Topic Sentence -Write a paragraph about whether people in your community are happy <u>Listening and Speaking</u> Healthy Lives Health Science Lesson A: How to Manage Stress	Pathways 2 Reading, Writing and Critical Thinking Student's Book Pathways 2 Listening, Speaking and Critical Thinking Student's Book

		-Long and Short Vowels -Disagree politely Grammar & Vocabulary -Present Perfect -Signal Words with the Present Perfect -Collocations Final Tasks Option 1 Discuss Human and Machine Intelligence Option 2 Present a Useful App	
3		Unit 3 Going Global Sociology Explore the Theme When Pop Culture Went Global Reading 1: Globalization and the Korean Wave Video: A Beloved Song Reading 2: The New Beauty Vocabulary Extension Changing Word Forms with -ment,-er/-or Writing -Using the Present Perfect Tense Form -Writing a Concluding Sentence -Write a paragraph about a trend that has gone global <u>Listening and Speaking</u> <u>Culture and Identity</u> <u>Sociology</u> Lesson A :A Mexican Tradition Video: The People of the Horse Lesson B:Travel and Identity Speaking & Pronunciation -Define unfamiliar terms -The vowel sound /ɜr/ -Repeat and emphasize Grammar & Vocabulary -Adjective Clauses -Noun and Adjective Suffixes Final Tasks Option 1 Discuss something popular from another culture Option 2 Present your identity	Pathways 2 Reading, Writing and Critical Thinking Student's Book Pathways 2 Listening, Speaking and Critical Thinking Student's Book

4	Unit 4 Saving Our Seas Natural Science Explore the Theme Ocean Impact Reading 1 A Better Earth? Reading 1: Where Have All Fish Gone? Video: The Story of Cabo Pulmo Reading 2: An interview with Barton Seaver Vocabulary Extension <i>Changing Word Forms with -ial;verb +on</i> Writing -Describing Charts and Graphs -Explaining a Chart or Graph -Write a paragraph explaining the information presented in a graph <u>Listening and Speaking</u> Let's Eat Natural Science Lesson A: Food Psychology Video: Small Changes Lesson B : Culinary Medicine Speaking & Pronunciation -Give and ask for opinions -Spelling patterns for long vowel sounds -Participate in a debate Grammar & Vocabulary -Active vs.Passive Voice -Parts of Speech Final Tasks Option 1 Discuss how grocery stores affect consumers Option 2 Debate whether cooking should be taught in schools	Pathways 2 Reading, Writing and Critical Thinking Student's Book Pathways 2 Listening, Speaking and Critical Thinking Student's Book
5	Unit 5 Memory and Learning Psychology /Biology Explore the Theme How to remember Reading 1: Down Memory Lane Video: House of Cards	Pathways 2 Reading, Writing and Critical Thinking Student's Book

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

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

		<u>Listening and Speaking</u> Our Changing World Earth Science Lesson A: Studying Earth Science Video: Earthquakes 101 Lesson B: A Revolution in Earth Science Speaking & Pronunciation -Use Linking Words -Dropped Consonants -Give a Joint Presentation Grammar & Vocabulary -Time Words and Expressions -Commonly Confused Words Final Tasks Option 1 Create a List for a Disaster Supplies Kit Option 2 Talk about a Change in Our World	Pathways 2 Listening, Speaking and Critical Thinking Student's Book
10		Unit 8 Building Wonders Architecture/Archeology Explore the Theme Great Monuments Reading 1: Unfinished Masterpiece Video: A Daring Design Reading 2: Amazing Structures Vocabulary Extension <i>Adjective+style;trans-</i> Writing -Using Comparative Adjectives -Writing a Comparison Paragraph -Write a paragraph comparing two different structures <u>Listening and Speaking</u> Living History Anthropology/Archaeology Lesson A: Preserving the Past Video: Secrets of Ancient Egypt Lesson B: Crowd Science Speaking & Pronunciation -Summarize	Pathways 2 Reading, Writing and Critical Thinking Student's Book Pathways 2 Listening, Speaking and Critical Thinking Student's Book

		-Sentence Stress -Consider what your listeners need to know Grammar & Vocabulary -Infinitives of Purpose -Negative Prefixes and Suffixes Final Tasks Option 1 Discuss Special Objects from your past Option 2 Present a Historical Object, Site, or Person	
11		Unit 9 Form and Function Life Science Explore the Theme Adaptation and Survival Reading 1: What are Feathers for? Video: Amazing Adaptations Reading 2: Design by Nature Vocabulary Extension <i>Adjective+advantage ;pro-</i> Writing -Using Synonyms -Writing a Summary Paragraph -Write a paragraph summarizing a section of the reading passage “Design by Nature” <u>Listening and Speaking</u> <u>Species Survival</u> <u>Life Science</u> Lesson A: Protecting Endangered Creatures Video : Amazing Chameleons Lesson B: Solving the Mosquito Problem Speaking & Pronunciation -Express Cause and Effect -Thought Groups -Mention your Sources Grammar & Vocabulary -Adverbs and Modals of Possibility and Necessity -Antonyms Final Tasks Option 1 Design a Poster to Protect a	Pathways 2 Reading, Writing and Critical Thinking Student's Book Pathways 2 Listening, Speaking and Critical Thinking Student's Book

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