

Identification	Subject (code, title, credits)	ENGL 217 ESL Pre-Advanced 3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2026
	Instructor	Eynur Mehdiyev
	E-mail:	eynur.mehdiyev@gmail.com
	Classroom/hours	6 hours
	Office hours	As scheduled
Prerequisites	ENGL 206	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<i>Cunningham, S. & Moor, P. (2014). Cutting Edge Upper-Intermediate. New Edition. Pearson Education.</i> Supplementary Materials • <i>Cutting Edge Upper-Intermediate Workbook</i> • <i>Resource Materials</i> • <i>Authentic articles and podcasts</i> • <i>Academic and professional texts</i> • <i>Video materials</i> • <i>Presentations</i> • <i>Online resources</i> • <i>Vocabulary and collocation resources</i> • <i>Academic writing materials</i>	
Course outline	<i>The course develops students' upper-intermediate English through an integrated, communicative, and task-based approach. It combines grammar, vocabulary, pronunciation, reading, listening, speaking, and writing around contemporary topics and real-life communication.</i> • Grammar Development: Consolidation and extension of upper-intermediate grammatical structures. • Vocabulary Development: Expansion of topic-based vocabulary, collocations, phrasal verbs, and functional language. • Reading: Understanding main ideas, details, attitudes, and opinions in authentic and semi-authentic texts. • Listening: Developing comprehension of conversations, interviews, discussions, and extended spoken texts. • Speaking: Developing fluency through discussions, debates, role plays, problem-solving, and presentations. • Writing: Producing clear and organised emails, narratives, descriptions, summaries, and opinion texts. • Pronunciation: Improving pronunciation, stress, rhythm, and intonation for effective communication.	

	• Critical Thinking: Analysing information, expressing opinions, evaluating ideas, and discussing contemporary issues. • Integrated Skills: Applying language knowledge through communicative tasks, projects, and real-life situations.
Course objectives	The course aims to: • <i>Develop students' overall English communication skills.</i> • <i>Consolidate and extend upper-intermediate grammar.</i> • <i>Expand vocabulary, collocations, and functional language.</i> • <i>Improve reading and listening comprehension.</i> • <i>Develop speaking fluency and confidence.</i> • <i>Improve accuracy in spoken and written English.</i> • <i>Develop academic and professional communication skills.</i> • <i>Encourage critical thinking and discussion of contemporary issues.</i> • <i>Develop effective presentation and teamwork skills.</i> • <i>Promote independent learning and self-assessment.</i>

Learning outcomes	By the end of the course, students will be able to: • <i>Communicate confidently in academic, professional, and social contexts.</i> • <i>Use upper-intermediate grammar accurately and appropriately.</i> • <i>Develop a wider range of vocabulary and collocations.</i> • <i>Understand and respond to spoken and written texts.</i> • <i>Express and justify opinions clearly.</i> • <i>Participate effectively in discussions, debates, and group tasks.</i> • <i>Give clear and organised presentations.</i> • <i>Write coherent and well-structured texts.</i> • <i>Use appropriate functional language in different situations.</i> • <i>Analyse and correct common language errors.</i> • <i>Develop fluency, accuracy, and pronunciation.</i> • <i>Use English to discuss contemporary issues and real-life situations.</i>		
Teaching methods	Communicative Language Teaching		+
	Guided Discovery		+
	Collaborative Learning		+
	Discussions		+
	Project Work		+
Evaluation	Midterm Exam	Date/deadlines	Percentage (%)
	Project	November	35
	Assignment	December	20
	Final Exam	December	10
	Total	January	35
			100

Course Policy	COURSE POLICY • Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (class participation) and complexity of the subject. In case the students are late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent. • Class participation: For every three unexcused absences, one (1) point will be deducted from the grade point average. More than 20% of absences during the course is excessive. Free participation is discouraged. • Missed exams or assignments: A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary. • Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a non-pass for the course). Cheating during the tests will be penalized likewise. • In class regulations: With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment). 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.
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Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		GETTING ON — Unit 1 • Language: Past and present verb forms; uses of auxiliary verbs • Vocabulary: Relationships; friendship • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss relationships, friendship, and personal experiences. ○ Use past and present verb forms accurately. ○ Use auxiliary verbs appropriately for emphasis and question formation.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>

		- Describe experiences and relationships using appropriate vocabulary. - Participate actively in pair and group discussions. In-class Activities: - Relationship and friendship discussion - Past and present tense review - Auxiliary verb analysis - Listening for specific information - Personal experience storytelling - Group discussion and speaking task Homework: - Write a 250-word description of an important relationship. - Complete grammar and vocabulary practice from Unit 1.	
2		UPS AND DOWNS — Unit 2 Language: Use and non-use of the passive; passive forms with <i>have</i> and <i>get</i> Vocabulary: Mental skills; personal characteristics Skills: Reading, listening, speaking, writing Learning Outcomes: - Describe personal qualities and abilities. - Use active and passive structures appropriately. - Distinguish between <i>have/get something done</i> and other passive constructions. - Discuss strengths, weaknesses, and personal characteristics. - Explain experiences involving success and difficulty. In-class Activities: - Personality and ability questionnaire - Active/passive transformation <i>Have/get something done</i> practice - Reading about personal characteristics - Problem-solving discussion - Pair presentation: personal strengths and weaknesses Homework: - Write a 250-word profile of a successful person. - Complete passive and vocabulary exercises. - Prepare a short presentation on an important personal challenge.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i> .
3		IT ALL WENT WRONG — Unit 3 Language: Forming adjectives; forming nouns and gerunds Vocabulary: Describing how you feel; things that make you feel good Skills: Reading, listening, speaking, writing Learning Outcomes: - Describe emotions and personal reactions accurately. - Form adjectives, nouns, and gerunds from common word families. - Explain causes of positive and negative feelings. - Narrate experiences in which something went wrong. - Use appropriate vocabulary to express emotional responses.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i> .

		• In-class Activities: ○ Emotion vocabulary brainstorming ○ Word-formation analysis ○ Reading about difficult experiences ○ Listening and identifying emotions ○ Storytelling: “When everything went wrong” ○ Group problem-solving task • Homework: ○ Write a 250–300-word narrative about an experience that went wrong. ○ Create a word-family chart of 20 key vocabulary items.	
4		YOUR MIND — Unit 4 • Language: Grammar related to thinking, memory, and mental processes • Vocabulary: The mind; memory; mental processes • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss memory, thinking, learning, and mental processes. ○ Explain personal learning strategies and preferences. ○ Use vocabulary related to the mind accurately. ○ Identify key ideas and supporting information in texts. ○ Express opinions and give reasons in discussions. • In-class Activities: ○ Memory experiments ○ Vocabulary categorisation ○ Reading for main ideas and details ○ Listening and note-taking ○ Learning-strategy discussion ○ Group presentation: “How to improve your memory” • Homework: ○ Write a 250-word reflection on how you learn best. ○ Research three techniques for improving memory.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>

5		FACE TO FACE — Unit 5 • Language: Complex question forms; review and extension of question structures • Vocabulary: Getting together; colloquial expressions • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Form and use complex questions accurately. ○ Participate confidently in conversations and interviews. ○ Use colloquial expressions appropriately. ○ Ask follow-up questions to maintain conversations. ○ Adapt language to different social situations. • In-class Activities: ○ Question-form analysis ○ Interview activities ○ Conversation-management practice ○ Role-play: meeting someone for the first time ○ Informal language matching task ○ Student-to-student interviews • Homework: ○ Prepare and conduct a short interview with a classmate. ○ Write a 250-word reflection on an interesting conversation.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>
6		BIG IDEAS — Unit 6 • Language: Perfect tenses; present perfect simple and continuous • Vocabulary: Human achievements; <i>first</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss significant human achievements. ○ Distinguish between present perfect simple and continuous forms. ○ Describe achievements, experiences, and ongoing activities. ○ Take effective notes while listening to extended information. ○ Present information about an important achievement. • In-class Activities: ○ Human achievements ranking activity ○ Present perfect form analysis ○ Timeline and tense practice ○ Listening and note-taking ○ Achievement discussion ○ Mini-presentations: “A major achievement” • Homework: ○ Prepare a three-minute presentation about an achievement.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>.

7	EVENTS — Unit 7 • Language: Relative clauses; quantifiers • Vocabulary: Celebrations and protests; special events; <i>take</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Describe events, celebrations, and public occasions. ○ Use defining and non-defining relative clauses accurately. ○ Use quantifiers appropriately when describing people, objects, and events. ○ Discuss the purposes and effects of public events. ○ Give detailed descriptions of events. • In-class Activities: ○ Event vocabulary development ○ Relative-clause analysis ○ Quantifier practice ○ Reading about celebrations and protests ○ Event-planning task ○ Group presentation: designing a university event • Homework: ○ Design a proposal for a university cultural event.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>.
8	Midterm Exam	
9	STRANGE BUT TRUE — Unit 8 • Language: Overview of modal verbs; past modals • Vocabulary: Mysteries and oddities; extreme adjectives • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss unusual events, mysteries, and unexplained situations. ○ Use modal verbs to express possibility, certainty, obligation, and speculation. ○ Use past modals to speculate about past events. ○ Evaluate evidence and propose possible explanations. ○ Express degrees of certainty appropriately. • In-class Activities: ○ Mystery-solving activity ○ Modal verb meaning analysis ○ Past speculation exercises ○ Reading for evidence ○ Listening to a mystery story ○ Group investigation and presentation • Homework: ○ Write a 300-word explanation of a mysterious event. ○ Use at least eight modal structures.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>.

10		GETTING IT RIGHT — Unit 9 • Language: Use and non-use of articles; different ways of giving emphasis • Vocabulary: Phrasal verbs; <i>right</i> and <i>wrong</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Use articles accurately in a range of contexts. ○ Use different structures to add emphasis to spoken and written communication. ○ Use common phrasal verbs appropriately. ○ Identify important details and key information in texts. ○ Take effective notes from spoken information. • In-class Activities: ○ Article-error correction ○ Article usage discovery ○ Emphasis transformation activities ○ Phrasal-verb matching ○ Reading: identifying key information ○ Listening and note-taking • Homework: ○ Write a 250-word text using a range of emphasis structures.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate.</i>
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11		MEDIA — Unit 10 • Language: Reporting people's exact words; verbs that summarise what people say • Vocabulary: The media; <i>speak</i> and <i>talk</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Report information from conversations and media sources accurately. ○ Distinguish between direct quotations and summarised statements. ○ Use reporting verbs appropriately. ○ Discuss the role and influence of the media. ○ Evaluate information presented by different media sources. • In-class Activities: ○ Direct and reported speech analysis ○ Reporting-verb classification ○ News-report comparison ○ Media vocabulary development ○ Group discussion: reliable vs unreliable media ○ Student news-report presentation • Homework: ○ Compare two media reports of the same event.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate.</i>
12		LIFE ISSUES — Unit 11 • Language: Hypothetical situations in the present; hypothetical situations in the past • Vocabulary: Science and processes; <i>life</i> • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss hypothetical situations and alternative possibilities. ○ Use present and past hypothetical structures accurately. ○ Speculate about scientific and social issues. ○ Explain processes using appropriate technical vocabulary. ○ Evaluate possible consequences of hypothetical decisions. • In-class Activities: ○ What-if discussion ○ Hypothetical sentence analysis ○ Science and process vocabulary ○ Reading about scientific issues ○ Ethical dilemma discussion ○ Group problem-solving and presentation • Homework: ○ Write a 300-word essay beginning with a hypothetical scenario.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate.</i>

13		FAME — Unit 12 • Language: Use of gerunds and infinitives; different infinitive and gerund forms • Vocabulary: Fame; celebrities and public figures • Skills: Reading, listening, speaking, writing • Learning Outcomes: ○ Discuss fame, celebrity culture, and public image. ○ Use gerunds and infinitives accurately after common verbs and expressions. ○ Distinguish between different gerund and infinitive patterns. ○ Evaluate the advantages and disadvantages of being famous. ○ Express and support opinions in extended discussions. • In-class Activities: ○ Celebrity discussion ○ Gerund/infinitive discovery task ○ Verb-pattern classification ○ Reading about fame ○ Listening: celebrities and the media ○ Debate: “Is fame worth having?” ○ Final speaking presentation • Homework: ○ Prepare a five-minute presentation on the advantages and disadvantages of fame.	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>.
14		COURSE INTEGRATION AND FINAL REVIEW • Language: Integrated grammar review; error correction; functional language • Vocabulary: Course vocabulary, collocations, phrasal verbs, word formation • Skills: Integrated reading, listening, speaking, and writing • Learning Outcomes: ○ Integrate grammatical and lexical knowledge across different communicative contexts. ○ Communicate effectively in academic, social, and professional situations. ○ Analyse and correct common language errors. ○ Synthesise information from spoken and written sources. ○ Demonstrate increased fluency, accuracy, and confidence in English. • In-class Activities: ○ Grammar revision stations ○ Vocabulary recycling ○ Error-analysis workshop ○ Integrated skills tasks ○ Academic discussion and debate ○ Student presentations	Cunningham, S. & Moor, P. (2014). <i>Cutting Edge Upper-Intermediate</i>.

		○ Mock final assessment • Homework: ○ Complete a comprehensive course review. ○ Revise the course vocabulary and grammar	
15		PROJECT PRESENTATION	
16		FINAL EXAMINATION	