Identification	**Subject (code, title, credits)**	English Foundations 1 4 KU/8ECTS ENGL 101
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall 2026
	Instructor	Fidan Aghayeva
	E-mail:	fidanaghaeffa@gmail.com
	Phone:	+994705201987
	Classroom/hours	Tuesday: 08:30 a.m. – 3:10 p.m. Thursday: 08:30 a.m. – 3:10 p.m. Saturday: 08:30 a.m. – 3:10 p.m.
	Office hours	Tues./ Thurs./ Sat. 8:30 a.m.– 3:10 p.m.
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	**Pathways 1 Reading, Writing and Critical Thinking Student's Book Student's Book, by** Mari Vargo, Laurie Blass and Kristin Sherman, Third edition, 2025 **Pathways 1 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 A1 – A2 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	November	**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	January	**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 **10 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 **10 points.** **Speaking exam** gives instructors an opportunity to diagnose any major mistakes made bystudents 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 **5 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 the 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** **LIFE IN A DAY** **(Career Studies/Social Science)** In One Day on Planet Earth… **Reading 1** A Day on Planet Earth **VIDEO** A Global Conversation **Reading 2** A Day in a Life **Vocabulary Extension** Changing Word Forms with *-ion*, verb + *time* **Writing** -Using the Simple Present Tense -Writing Good Sentences -Write sentences that describe daily activities	**Pathways 1 Reading, Writing and Critical Thinking Student's Book**
		<u>Listening and Speaking</u> **EXPLORING WORK** **Career Studies / Social Science** An Interview with Annie Griffiths **VIDEO** Working in the Wild	**Pathways 1 Listening, Speaking and Critical Thinking Student's Book**

		What Does It Take to Be an Explorer? **Speaking & Pronunciation** -Say That You Don't Understand -Take Turns -Final *-s* / *-es* Sounds **Grammar & Vocabulary** -Simple Present -Adverbs and Expressions of Frequency -Word Families **Final Tasks** **Option 1** Role-play a conversation about dream jobs **Option 2** Discuss what makes a good job	
2		**Unit 2 KEEP GOING!** **Psychology/Sociology** **Explore the Theme** **What Helps Someone Become Successful?** **Reading 1:** The World's Oldest First Grader **Video:** Space Trailblazer **Reading 2:** The Secret of Success? **Vocabulary Extension** *in-* and *un-*, verb + *up* **Writing** -Using Infinitives with *want* and *need* -Ordering Ideas -Write sentences about a life goal **<u>Listening and Speaking</u>** **GOOD TIMES, GOOD FEELINGS** **Psychology** **Lesson A** Remembering the Past **Video A** Shared Memory **Lesson B** What Do We Remember? **Speaking & Pronunciation** -Give Reasons -Structure a Presentation -Simple Past *-ed* Endings **Grammar & Vocabulary**	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**

		-Simple Present -Adverbs and Expressions of Frequency -Word Families **Final Tasks** **Option 1** Role-play a conversation about dream jobs **Option 2** Discuss what makes a good job	
3		**Unit 3 WHY WE BUY** **Business/Marketing** **Ad Attack!** **Reading 1:** Supermarket Tricks **Video:** Who Do You Trust? **Reading 2:** The Power of Persuasion **Vocabulary Extension** verb + *control*, *natural* + noun **Writing** -Adding Ideas using Connecting Words -Writing Paragraphs and Topic Sentences -Write a paragraph that explains why an advertisement is successful **<u>Listening and Speaking</u>** **THE MARKETING MACHINE** **Business / Marketing** **Lesson A** Mascots and Marketing **Video** Advertising Just for You **Lesson B** Graphic Design* **Speaking & Pronunciation** -Ask for and Give Clarification -Brainstorm with a Group -Aspirated /k/, /p/, and /t/ **Grammar & Vocabulary** -Simple Present and -Present Continuous -Noun Suffixes -*ment* and -*tion* **Final Tasks** **Option 1** Design a mascot **Option 2** Present an advertisement	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**

4		**Unit 4 GREEN LIVING** **Environmental Science** **What Can You Do for** **Your World?** **Reading 1** A Better Earth? **Reading 1:** Extreme weather (Geography) **Video:** The EcoArk **Reading 2:** Turning Trash into Trolls **Vocabulary Extension** *re-,* Antonyms **Writing** -Using the Simple Past Tense -Supporting the Topic Sentence -Write a paragraph that describes an amazing time in nature **<u>Listening and Speaking</u>** **WILD WEATHER** **Environmental Science** **Lesson A** Strange Weather* **Video** Understanding Tornadoes **Lesson B** The Future of Sports **Speaking & Pronunciation** -Express Likes and Dislikes -Use Slides -Syllable Stress **Grammar & Vocabulary** -Count and Noncount Nouns -*A, an, some, any, a lot of* -Verb + Gerund or Infinitive -Synonyms **Final Tasks** **Option 1** Present tips for doing an activity **Option 2** Present a process	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**
5		**Unit 5 FOOD JOURNEYS** **Cultural Studies** **The World on a Plate** **Reading 1:** A Global Food Journey **Video:** Food from Greenland **Reading 2:** Cooking the World **Vocabulary Extension** Words as Nouns and Verbs, Changing	**Pathways 1 Reading, Writing and Critical Thinking Student's Book**

		Adjectives into Adverbs **Writing** -Giving Reasons -Paraphrasing Using Synonyms -Write a paragraph that explains why people enjoy sharing pictures of food online **<u>Listening and Speaking</u>** **FOOD ON THE MOVE** **Cultural Studies** **Lesson A** Food Fact or Fiction? **Video** How We Taste Food **Lesson B** Ugly Food **Speaking & Pronunciation** -Tell a Story -Use an Effective Hook and a Call to Action - Long and Short Vowel Sounds **Grammar & Vocabulary** -*A lot of, much, many, few, little, enough* -Compound Words **Final Tasks** **Option 1** Do a food survey **Option 2** Present an argument about food	**Pathways 1 Listening, Speaking and Critical Thinking Student's Book**
6		**Review session week** **Skills boost week**	
7		**Midterm exam**	
8		**Unit 6 FUTURE LIVING** **Engineering/Technology** City: 2050 **Reading 1:** Meet Your Cobot **Video:** Drone Delivery **Reading 2:** Riding the Skies **Vocabulary Extension** -*able*, Changing Verbs into Nouns **Writing** -Using *will* and *be going to* -Using Pronouns to Avoid Repetition -Write a paragraph that describes life in 2050 **<u>Listening and Speaking</u>** **HOUSING FOR THE FUTURE**	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**

		Engineering / Urban Planning **Lesson A** Housing Solutions* **Video** Steel Container Buildings **Lesson B** How to Build a New City **Speaking & Pronunciation** -Ask for and Give Opinions -Encourage Other People in a Discussion -Sentence Stress **Grammar & Vocabulary** -Conjunctions *and, but, or, so* -Adjective Suffixes **Final Tasks** **Option 1** Present a house and sell it **Option 2** Plan a new city	
9		**Unit 7 STAYING HEALTHY** **Health Science** **What do you do to stay healthy?** **Reading 1:** Exercise For Our Brain **Video:** Advertisers Against Germs **Reading 2:** Show of Hands **Vocabulary Extension** adjective + *exercise,* Synonyms **Writing** -Using Modals of Advice -Introducing Examples -Writing a paragraph that gives advice about how to stay healthy **<u>Listening and Speaking</u>** **THE HUMAN BODY** **Health / Biology** **Lesson A** How Humans Are Changing **Video** Brain Connections **Lesson B** The Benefits of Bacteria **Speaking & Pronunciation** -Talk about Possibilities -Participate in a Group Discussion -Recognize Reduced Forms **Grammar & Vocabulary** -*Will* for Predictions; Adverbs of Certainty -*Will* and *Be Going To*	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**

		-Choose the Correct Meaning **Final Tasks** **Option 1** Survey classmates about the future **Option 2** Discuss pros and cons of future situations	
10		**Unit 8 MUSIC WITH A MESSAGE** **Arts/Music** **Music Brings The World Together** **Reading 1:** The Power of Music **Video:** Musical Highway **Reading 2:** Musicians for Change **Vocabulary Extension** *dis*, Changing Adjectives into Nouns **Writing** -Using Time Expressions -Writing a Narrative Paragraph -Write a paragraph that tells the life story of a musician or performer **<u>Listening and Speaking</u>** **LEARN TO LOVE ART** **Arts / Music** **Lesson A** Temporary Art* **Video** Making Art from Recycled Glass **Lesson B** Jake Shimabukuro **Speaking & Pronunciation** -Express Degrees of Uncertainty -Debate an Idea -Recognize Connected Speech **Grammar & Vocabulary** -Modals of Present Possibility -Modals and Questions for Suggestions -Collocations with Prepositions **Final Tasks** **Option 1** Describe an image or book **Option 2** Have a class debate	**Pathways 1 Reading, Writing and Critical Thinking Student's Book** **Pathways 1 Listening, Speaking and Critical Thinking Student's Book**
11		**Unit 9 ANIMAL BEHAVIOR** **Life Science/Anthropology** **Close to Us** **Reading 1:** The Animal Trainer **Video:** Special Macaques	**Pathways 1 Reading, Writing and Critical Thinking Student's Book**

		Reading 2: Do Monkeys Have Feelings? **Vocabulary Extension** -*er* and -*or*, Homonyms **Writing** -Making Comparisons -Writing a Comparison Paragraph -Write a paragraph that compares two different animals **<u>Listening and Speaking</u>** **OUR RELATIONSHIP WITH NATURE** **Science / Anthropology** **Lesson A** The Penguins at Simon's Town* **Video** Falcon Farmers **Lesson B** Kariba Town, Zimbabwe **Speaking & Pronunciation** -Compare and Contrast -Plan Your Presentation -Recognize Reduced Words **Grammar & Vocabulary** -Comparative Adjectives -Superlative Adjectives -Collocations **Final Tasks** **Option 1** Play a vocabulary game **Option 2** Give a presentation about the natural world	**Pathways 1 Listening, Speaking and Critical Thinking Student's Book**
12		**Unit 10 THE POWER OF IMAGES** **Communication/Visual Arts** **Stunning Photographs** **Reading 1:** How Photography Connects Us **Video:** The Dogist **Reading 2:** Capturing the Ghost Cats **Vocabulary Extension** *vis*/*vid*, Changing Verbs into Adjectives **Writing** - Describing Location - Using Verbs to Describe Emotions - Writing an Opinion Paragraph - Write a paragraph that gives your opinion about why a photo is good	**Pathways 1 Reading, Writing and Critical Thinking Student's Book**

		<u>Listening and Speaking</u> **HOW WE COMMUNICATE** **Communication / Sociology** **Lesson A** Solving Communication Problems **VIDEO A** School for Communication **Lesson B** The Importance of Gestures **Speaking & Pronunciation** -Explain and Check -Invite and Answer Questions from the Audience -Consonant Clusters **Grammar & Vocabulary** -Present Perfect -Present Perfect and Simple Past -Phrasal Verbs **Final Tasks** **Option 1** Explain a piece of technology **Option 2** Present a form of communication	**Pathways 1 Listening, Speaking and Critical Thinking Student's Book**
13		**Review session** **Skills Boost week**	
14		**Presentations and evaluation**	
15		**Speaking exam**	
16		**Final Exam**	