

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	Khadija Ismayilova
	E-mail:	ismayilova.khadija@khazar.org
	Phone:	
	Classroom/hours	Monday: 08:30 a.m. – 3:10 p.m. Wednesday: 08:30 a.m. – 3:10 p.m. Friday: 08:30 a.m. – 3:10 p.m.
	Office hours	Mon./ Wed./ Fri. 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, 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 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 writings 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 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 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. 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 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. 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 ofassigned 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 thetest. Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other studentsis allowed if pre-agreed with the instructor.			
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 <i>-ion</i>, verb + <i>time</i> Writing -Using the Simple Present Tense -Writing Good Sentences -Write sentences that describe daily activities <u>Listening and Speaking</u> EXPLORING WORK Career Studies / Social Science An Interview with Annie Griffiths VIDEO Working in the Wild	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 <i>re-</i>, 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 <i>will</i> and <i>be going to</i> -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 <i>and, but, or, so</i> -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 + <i>exercise</i>, 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 -<i>Will</i> for Predictions; Adverbs of Certainty -<i>Will</i> and <i>Be Going To</i>	Pathways 1 Reading, Writing and Critical Thinking Student's Book Pathways 1 Listening, Speaking 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	