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	Lala Guliyeva
	E-mail:	Lala.guliyeva@khazar.org
	Phone:	+994514862304
	Classroom/hours	Monday: 09:00 a.m. – 3:40 p.m. Wednesday: 09:00 a.m. – 3:40 p.m. Friday: 09:00 a.m. – 3:40 p.m.
	Office hours	Mon./ Wed./ Fri. 9:00 a.m.– 4:00 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	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 **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 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 **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 andanalytical 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	**Pathways 2 Reading, Writing and Critical Thinking Student's Book**
		<u>Listening and Speaking</u> **Healthy Lives** **Health Science** Lesson A: How to Manage Stress	**Pathways 2 Listening, Speaking and Critical Thinking Student's Book**

		VIDEO: Positive Stress Lesson B: Living with Food Allergies **Speaking & Pronunciation** -Keep a Conversation Going -Suffixes and syllable Stress -Participate in a group Discussions **Grammar & Vocabulary** -Gerunds as Subjects and Objects -Meaning from Context **Final Tasks** **Option 1** Play a Healthy-Habits Bingo Game **Option 2 Discuss** your healthy habits	
2		**Unit 2 Inventive Solutions** **Technology** **Explore the Theme** **Inventions That Changed the World** **Reading 1:** The Power of Creativity **Video:** Solar Stickers **Reading 2:** Simple Solutions for Big Problems **Vocabulary Extension** *Adjective +power;* *Power+noun;-able and -ible* **Writing** -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 **<u>Listening and Speaking</u>** **Technology Today and Tomorrow** **Technology** **Lesson A** Artificial Intelligence **Video: Robots of the Deep** **Lesson B** Tech for good **Speaking & Pronunciation** -Give Reasons -Long and Short Vowels	**Pathways 2 Reading, Writing and Critical Thinking Student's Book** **Pathways 2 Listening, Speaking and Critical Thinking Student's Book**

		-Disagree politely **Grammar & Vocabulary** -Present Perfect -Signal W0rds 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 /3r/ -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** ***Changing Word Forms with*** *-ial;verb +on* **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** **Psycology /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 *state* **Writing** -Using *By+Gerund* -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** *-Infinitives after Verbs* -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** *en-*;Adjectives for Emotion	**Pathways 2 Reading, Writing and Critical Thinking Student's Book**

		Writing -Using *Zero Conditional 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** *ex-;Changing Word Forms with -ly* **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** *Adjective+style;trans-* **Writing** -Using Comparative Adjectives -Writing a Comparison Paragraph -Write a paragraph comparing two different structures **<u>Listening and Speaking</u>** **Living History** **Anthropology/Archaelogy** **Lesson A: Preserving the Past** **Video:** Secrets of Ancient Egypt **Lesson B:Crowd Science** **Speaking & Pronunciation** -Summarize -Sentence Stress	**Pathways 2 Reading, Writing and Critical Thinking Student's Book** **Pathways 2 Listening, Speaking and Critical Thinking Student's Book**

		-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** *Adjective+advantage ;pro-* **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 Plant or Animal	**Pathways 2 Reading, Writing and Critical Thinking Student's Book** **Pathways 2 Listening, Speaking and Critical Thinking Student's Book**

		Option 2 Give a presentation about an Endangered Species	
12		**Unit 10 Reimagining Work** **Business** **Explore the Theme** **Designing a Home Office** **Reading 1: Making money by Being Funny** **Video:** An Adventure Storyteller **Reading 2:** Understanding Digital Nomadism **Vocabulary Extension** Changing Word Forms with -ation;noun/adjective +***security*** **Writing** - Making Concessions - Writing an Argumentative Paragraph - Write an argumentative paragraph about becoming a digital nomad **<u>Listening and Speaking</u>** Finding Success Business **Lesson A:** Five Things you Need to Succeed **VIDEO: Eco-Fuel Africa** **Lesson B:Rule Breakers** **Speaking & Pronunciation** -Paraphrase -Stress for Contrast -Organise your Talk **Grammar & Vocabulary** -Adverbs of Degree -Word Blends **Final Tasks** **Option 1** Discuss Different Kinds of Success **Option 2** Describe a Failure that Became a Success	**Pathways 2 Reading, Writing and Critical Thinking Student's Book** **Pathways 2 Listening, Speaking and Critical Thinking Student's Book**
13		**Review session** **Skills Boost week**	
14		**Presentations and evaluation**	
15		**Speaking exam**	
16		**Final Exam**	