

Identification	Subject	ENGL 103 AcademicEnglish-4 KU/8 ECTS	
	Department	English Language and Literature Department	
	Program (Undergraduate, Graduate)	Undergraduate	
	Term	Fall 2026	
	Instructor	Leyla Almammadova	
	Email:	Leyla.almammadova@khazar.org	
	Classroom/hours		
Prerequisites	English Foundations-2 (ENGL 102)		
Language	English		
Compulsory/Elective	Compulsory		
Textbooks and course materials	- Pathways 3: Reading, Writing and Critical Thinking by Mari Vargo, Laurie Blass and Kristin Sherman, National Geographic 2025 - Pathways 3: Listening, Speaking, and Critical Thinking by Becky Tarver Chase, Kristin L. Johansen, Paul MacIntyre, National Geographic 2025 - Focus on Vocabulary 1, Diane Schmitt, Norbert Schmitt, David Mann, 2019 Pearson Education, 2011 - Keynote Intermediate by Paul Dummet, Helen Stephenson and Lewis Landsford, 2015		
Course description	The course focuses on 4 essential language skills (listening, speaking and reading; writing) 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	At the end of the semester, SWBAT: • read passages on various topics and understanding their meanings • listen to real-life dialogues and acting them out • learn new vocabulary in context • develop writing skills writing short paragraphs and essays on various topics		
Learning Outcomes	At the end of the semester, students will: • be confident in communicating in English • express their opinions both in written and spoken forms • talk on a variety of topics		
Teaching methods	Case analysis		x
	Group discussion		+
	Lecture		x
	Simulation		+
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	TBA	30
	Quizzes Vocabulary		5
	Extensive Reading		10
	Writing Portfolio		5
	Speaking/Presentation		5
	Activity		5
	Attendance		5
	Final Exam	TBA	35
	Total		100
Assessment:	Extensive Reading		

	Extensive reading is an essential part of language development and will be a continuous component throughout the semester. Students are expected to engage in both individual reading (selected graded readers or instructor-approved texts) and group reading activities (in-class discussions, literature circles, or group projects based on shared reading materials). The goal is to build reading fluency, expand vocabulary, and develop a deeper understanding of language in context. Students will be assessed on their engagement, comprehension, and participation through various means such as reading logs, reflection tasks, group presentations, and class discussions. This component will contribute a total of 10 points to the final grade. Presentation Students will prepare and deliver an academic presentation on an assigned or selected topic relevant to their academic majors, fields of study, or personal interests. The presentation is designed to assess students' ability to research and organize information, communicate ideas effectively in English, use appropriate academic language, and demonstrate effective oral presentation skills. Vocabulary Quizzes Throughout the semester, students will be introduced to a wide range of vocabulary, including new words, expressions, and idiomatic language. To assess their understanding and retention, students will complete regular vocabulary-based tasks and quizzes. These may include matching exercises, sentence completion, contextual usage, and flashcards. The quizzes are designed to evaluate not only recognition but also appropriate and accurate usage of vocabulary in context. A total of 5 points will be allocated to this component over the course of the semester. Writing Portfolio Students will develop their academic writing skills progressively throughout the course. They will begin by writing and developing well-structured paragraphs and will gradually progress to produce different types of essays. Students will be taught the structure, organization, and key features of academic essays and will apply the knowledge and writing strategies acquired throughout the course to their own written work. Class Participation and Activities Active participation is a key element of language learning. Throughout the semester, students are expected to engage consistently in all class activities, including pair work, group discussions, role-plays, games, presentations, and other communicative tasks. Students will be assessed on their level of involvement, willingness to communicate in English, collaboration with peers, and overall contribution to a positive classroom environment. Regular attendance, preparation for lessons, and active engagement will be essential to earn full points in this category. This component accounts for 10 points of the final grade.
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 absences one (1) point will be deducted from the grade point average. More than 16 unexcused absences is 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.
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Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments
1		UNIT 1 SOCIAL RELATIONSHIPS /Behavioral Science Reading 1 What Are They Thinking? Video The Secret Lives of Orangutans Reading 2 Gender in the Wild Vocabulary Extension Compound Nouns; pre- Writing: -Making Comparisons -Writing Body Paragraphs -Write two body paragraphs comparing animal and human behavior <u>LISTENING AND SPEAKING</u> SHOPPING PSYCHOLOGY Behavioral Science / Psychology Lesson A A Look at Consumer Behavior Video The Secrets of Shopping Lesson B How to Plan a No Buy Year* Speaking & Pronunciation -Use Tag Questions -Participate in a Group Discussion -Primary Stress in Words Grammar & Vocabulary -Review of Conditionals -Participial Adjectives	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking

		Final Tasks Option 1 Discuss Shopping Centers of the Future Option 2 Present Shopping Tips	
2		UNIT 2 SCIENCE AND INVESTIGATION Technology/Genetics Reading 1 Tech Detectives Video Secrets in the Ice Reading 2 Face to Face with the Past Vocabulary Extension -ist; Changing Nouns into Adjectives with -al and -ial Writing: -Paraphrasing -Writing a Summary -Write two summaries on how technology can solve crimes <u>LISTENING AND SPEAKING</u> IT'S IN MY DNA Biology / Genetics Lesson A Is Personality Determined at Birth ?* Video Science 101: Genetics Lesson B DNA and Career Choice Speaking & Pronunciation -Express Degrees of Certainty -Plan a Slide Presentation -Final Consonants -t and -d Grammar & Vocabulary -Use Say, Tell, Talk, and Discuss -Word Parts Final Tasks Option 1 Discuss Your Personality Traits Option 2 Present on the Personality Traits for a Specific Career	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking
3		UNIT 3 CITY SOLUTIONS Sociology/Urban Studies Reading 1 Living on an Urban Planet Video Farming Underground Reading 2 A City Up Against the Wall Vocabulary Extension Expressions with income; Compound Adjectives Writing -Using the Simple Past and the Present Perfect -Writing Introductory and Concluding Paragraphs -Write a problem-solution essay about how a city or town solved a problem it faced <u>LISTENING AND SPEAKING</u> ON THE MOVE Sociology	Pathways 3: Reading, Writing and Critical Thinking Pathways 3:

		Lesson A Human Migration* Video What Ellis Island Means Today Lesson B Brain Drain Speaking & Pronunciation -Refer to Numbers and Statistics -Acknowledge and Express Opinions -Recognize Linking Grammar & Vocabulary -Adjective Clauses - Context Clues Final Tasks Option 1 Discuss Migration Patterns of the Future Option 2 Present a Research Report	Listening, Speaking, and Critical Thinking
4		UNIT 4 DANGER ZONES Earth Science Reading 1 Sensing Disaster Video Hurricanes 101 Reading 2 Yellowstone's Smoking Bomb Vocabulary Extension Changing Nouns and Adjectives into Verbs with -en; Changing Nouns and Adjectives into Verbs with -ize Writing -Using Parallel Structures -Writing a Process Essay -Write a process essay about how people can prepare for a natural hazard <u>LISTENING AND SPEAKING</u> PEOPLE AND THE PLANET Earth Science Lesson A A Unique Landscape* Video I Am Red Lesson B Tourism for a Changing World Speaking & Pronunciation -Express Agreement and Disagreement -Use Images -Determine Which Word to Stress Grammar & Vocabulary -Passive Voice -Online Resources Final Tasks Option 1 Discuss Tourism in Greenland Option 2 Present a Geological Landscape	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking
5		UNIT 5	Pathways 3:

		THE TRAVEL BUSINESS Economics/Business Reading 1 The New Face of Tourism Video A Pledge to Palau Reading 2 Geotourism in Action Vocabulary Extension Adjectives and Nouns ending in-ive; Guessing the Meaning of a Word from Its Parts Writing -Using if ... , (then) ... -Writing a Cause-Effect Essay -Write a cause-effect essay about the positive or negative effects of tourism on a place <u>LISTENING AND SPEAKING</u> RISE TO THE TOP Business / Career Studies Lesson A A Business Leader I Admire Video That Perfect First Job Lesson B Moving Up in Your Career* Speaking & Pronunciation -Respond Thoughtfully -Pay Attention to Body Language -Vowel Sound /3r/ Grammar & Vocabulary -Indirect Questions -Suffixes Final Tasks Option 1 Discuss Top Factors When Looking for a Job Option 2 Present About a Business Leader You Admire	Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking
6		Review session week	
7		Midterm exam	
8		UNIT 6 PRODUCT DESIGN Design/Technology Reading 1 For All Humankind Video A Helping Hand Reading 2 Remote-Controlled Dogs? Vocabulary Extension auto -; Phrasal Verbs back up, stick out, try out Writing -Using Language for Speculation -Writing a Problem-Solution Essay -Write a problem-solution essay about a product that solves a problem <u>LISTENING AND SPEAKING</u> DESIGN WITH PURPOSE /Design Lesson A What Is Good Design?	Pathways 3: Reading, Writing and Critical Thinking Pathways 3:

		Video Designing the Future Lesson B The Design Process* Speaking & Pronunciation -Signal a Result -Encourage Group -Members to Participate -Consonant Clusters with -Three Sounds Grammar & Vocabulary -The Past Perfect -Words with Multiple Meanings Final Tasks Option 1 Discuss the Design of Everyday Items Option 2 Present a Process	Listening, Speaking, and Critical Thinking
9		UNIT 7 GLOBAL CHALLENGES/Environmental Science Reading 1 A Need for Change Video The Snow Guardian Reading 2 Eight Steps to a Sustainable Future Vocabulary Extension Expressions with cut; in-, il-, im-, non-, ir-, un- Writing -Using Relative Clauses -Writing an Opinion Essay -Write an opinion essay about the best way to ensure a sustainable future <u>LISTENING AND SPEAKING</u> INSPIRED TO PROTECT Environmental Sciences Lesson A Fighting Environmental Fatigue Video Three Seconds Lesson B Hope for the Future* Speaking & Pronunciation -Explain with an Analogy -Speak Persuasively -Commonly Confused, Consonant Sounds Grammar & Vocabulary -Phrasal Verbs -Word Maps Final Tasks Option 1 Persuade Others to Act Option 2 Create and Present a Video About an Environmental Project	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking
10		UNIT 8	Pathways 3:

		MEDICAL INNOVATIONS Health/Medicine Reading 1 A World of Pain Video Nanotechnology Reading 2 The Future of Medicine Vocabulary Extension Synonyms; Acronyms and Initialisms Writing -Introduction to Quoting and Citing Sources -Evaluating Information Online -Write a research-based essay about a current medical innovation and its significance <u>LISTENING AND SPEAKING</u> TRADITIONAL AND MODERN MEDICINE Health / Medicine Lesson A Plant-Based Medicines* Video Medicine in the 19th Century Lesson B The Placebo Effect Speaking & Pronunciation -Ask for Clarification -Handle Questions -Linking Vowel Sounds with /y/ and /w/ Grammar & Vocabulary -Adverb Clauses of Reason and Purpose -Word Chunks Final Tasks Option 1 Discuss Common Remedies from the Kitchen Option 2 Report on an Experience with Positive Thinking	Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking
11		UNIT 9 LANGUAGES AND CULTURE Anthropology/Linguistics Reading 1 The Future of English Video The Power of Language Reading 2 A World of Stories Vocabulary Extension mono-, bi-, tri-, multi -; Onomatopoeia Writing -Presenting Counterarguments -Planning an Essay Using a T-Chart -Write a persuasive essay about whether everyone in the world should speak the same language <u>LISTENING AND SPEAKING</u> UNCOVERING THE PAST Anthropology / History	Pathways 3: Reading, Writing and Critical Thinking

		Lesson A Was It a Toy ?* Video History 101: Machu Picchu Lesson B Why Care About Archaeology? Speaking & Pronunciation -Refer to Your Own Experiences -Be a Good Listener -Commonly Confused, Consonant Sounds, Part 2 Grammar & Vocabulary -Modals of Deduction -Synonyms and Antonyms Final Tasks Option 1 Discuss a Time in History Option 2 Present a Historical Mystery	Pathways 3: Listening, Speaking, and Critical Thinking
12		UNIT 10 SURVIVAL INSTINCT /Psychology Reading 1 Deadly Summit Video Surviving a Night Outdoors Reading 2 Survival Tips from Experts Vocabulary Extension Expressions with stay; Changing Verbs into Nouns with -ance and -tion Writing -Using Past Forms for Narratives -Writing a Descriptive Narrative Essay -Write a descriptive narrative essay about someone who survived a dangerous situation	Pathways 3: Reading, Writing and Critical Thinking
13		UNIT 10 <u>LISTENING AND SPEAKING</u> FEELINGS & EMOTIONS Psychology Lesson A Are Emotions Universal? * Video Guess That Emotion Lesson B How Does It Make You Feel? Speaking & Pronunciation -Refer to Experts -Interact with the Audience -Recognize Weak Forms of Words Grammar & Vocabulary -Used to and Would -Subject-Specific Vocabulary Final Tasks Option 1 Discuss Your Emotional Reactions to Places Option 2 Present About a Color	Pathways 3: Listening, Speaking, and Critical Thinking

14		Review session week and Quizzes	
15		Presentations	
		Final exam	