Identification	**Subject**	**ENGL 103 AcademicEnglish-4 KU/8 ECTS**
	Department	**English Language and Literature Department**
	Program (Undergraduate, Graduate)	**Undergraduate**
	Term	Fall, 2026
	Instructor	Narmin Aliyeva
	Email:	narmin.rzayeva@khazar.org
	Classroom/hours	8
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 Maclntyre, 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.

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	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking

		-Participial Adjectives **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>**	Pathways 3: Reading, Writing and Critical Thinking

		ON THE MOVE Sociology **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	Pathways 3: 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** **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	Pathways 3: 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>**	Pathways 3: Reading, Writing and Critical Thinking

		DESIGN WITH PURPOSE /Design **Lesson A** What Is Good Design? **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	Pathways 3: 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 Fatique **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	Pathways 3: Reading, Writing and Critical Thinking Pathways 3: Listening, Speaking, and Critical Thinking

		Option 2 Create and Present a Video About an Environmental Project	
10		**UNIT 8** **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	Pathways 3: 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	Pathways 3: Reading, Writing and Critical Thinking

		<u>LISTENING AND SPEAKING</u> **UNCOVERING THE PAST Anthropology / History** **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	Pathways 3: Listening, Speaking, and Critical Thinking

		Final Tasks **Option 1** Discuss Your Emotional Reactions to Places **Option 2** Present About a Color	
14		Review session week and Quizzes	
15		Presentations	
		Final exam	