

Identification	Subject (code, title,credits)	ENGL 101, English Foundations 1 4 KU/8ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2025
	Instructor	Sevda Asadova Tahirli
	E-mail:	sevda.asadova@khazar.org
	Phone:	055-332-84-10
	Classroom/hours	Monday: 08:30 a.m. – 03:10 p.m. Wednesday: 08:30 a.m. – 03:10 p.m. Thursday: 08:30 a.m. – 03:10 p.m.
	Office hours	Monday to Thursday, except Tuesday 08:30 a.m.– 03:10 p.m.
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book Student's Book, by Mari Vargo, Laurie Blass and Kristin Sherman, Third edition, 2025</p> <p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book, author by John Hughes, Third edition, 2025</p>	
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Method s	Date/deadlines	Percent age (%)
	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	<p>Assessment:</p> <p>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.</p> <p>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.</p> <p>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.</p>		

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 three 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 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.

Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is 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	Pathways 1 Reading, Writing and Critical Thinking Student's Book

		<p><u>Listening and Speaking</u></p> <p>EXPLORING WORK Career Studies / Social Science</p> <p>An Interview with Annie Griffiths</p> <p>VIDEO Working in the Wild</p> <p>What Does It Take to Be an Explorer?</p> <p>Speaking & Pronunciation -Say That You Don't Understand -Take Turns -Final -s / -es Sounds</p> <p>Grammar & Vocabulary -Simple Present -Adverbs and Expressions of Frequency -Word Families</p> <p>Final Tasks Option 1 Role-play a conversation about dream jobs Option 2 Discuss what makes a good job</p>	<p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>
2		<p>Unit 2 KEEP GOING! Psychology/Sociology Explore the Theme What Helps Someone Become Successful?</p> <p>Reading 1: The World's Oldest First Grader</p> <p>Video: Space Trailblazer</p> <p>Reading 2: The Secret of Success?</p> <p>Vocabulary Extension <i>in-</i> and <i>un-</i>, verb + <i>up</i></p> <p>Writing -Using Infinitives with <i>want</i> and <i>need</i> -Ordering Ideas -Write sentences about a life goal</p> <p><u>Listening and Speaking</u></p> <p>GOOD TIMES, GOOD FEELINGS Psychology</p>	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book</p> <p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>

		<p>Speaking & Pronunciation -Ask for and Give Clarification -Brainstorm with a Group -Aspirated /k/, /p/, and /t/</p> <p>Grammar & Vocabulary -Simple Present and -Present Continuous -Noun Suffixes <i>-ment</i> and <i>-tion</i></p> <p>Final Tasks Option 1 Design a mascot Option 2 Present an advertisement</p>	
4		<p>Unit 4 GREEN LIVING Environmental Science What Can You Do for Your World?</p> <p>Reading 1 A Better Earth?</p> <p>Reading 1: Extreme weather (Geography)</p> <p>Video: The EcoArk</p> <p>Reading 2: Turning Trash into Trolls</p> <p>Vocabulary Extension <i>re-</i>, Antonyms</p> <p>Writing -Using the Simple Past Tense -Supporting the Topic Sentence -Write a paragraph that describes an amazing time in nature</p> <p><u>Listening and Speaking</u></p> <p>WILD WEATHER Environmental Science</p> <p>Lesson A Strange Weather* Video Understanding Tornadoes Lesson B The Future of Sports</p> <p>Speaking & Pronunciation -Express Likes and Dislikes -Use Slides -Syllable Stress</p> <p>Grammar & Vocabulary -Count and Noncount Nouns <i>-A, an, some, any, a lot of</i> -Verb + Gerund or Infinitive -Synonyms</p>	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book</p> <p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>

		<p>Reading 2: Show of Hands</p> <p>Vocabulary Extension adjective + <i>exercise</i>, Synonyms</p> <p>Writing -Using Modals of Advice -Introducing Examples -Writing a paragraph that gives advice about how to stay healthy</p> <p><u>Listening and Speaking</u></p> <p>THE HUMAN BODY Health / Biology</p> <p>Lesson A How Humans Are Changing Video Brain Connections Lesson B The Benefits of Bacteria</p> <p>Speaking & Pronunciation -Talk about Possibilities -Participate in a Group Discussion -Recognize Reduced Forms</p> <p>Grammar & Vocabulary -<i>Will</i> for Predictions; Adverbs of Certainty -<i>Will</i> and <i>Be Going To</i> -Choose the Correct Meaning</p> <p>Final Tasks Option 1 Survey classmates about the future Option 2 Discuss pros and cons of future situations</p>	<p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>
10		<p>Unit 8 MUSIC WITH A MESSAGE Arts/Music Music Brings The World Together</p> <p>Reading 1: The Power of Music</p> <p>Video: Musical Highway</p> <p>Reading 2: Musicians for Change</p> <p>Vocabulary Extension <i>dis</i>, Changing Adjectives into Nouns</p> <p>Writing</p>	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book</p>

		<p>-Using Time Expressions -Writing a Narrative Paragraph -Write a paragraph that tells the life story of a musician or performer</p> <p><u>Listening and Speaking</u></p> <p>LEARN TO LOVE ART Arts / Music</p> <p>Lesson A Temporary Art* Video Making Art from Recycled Glass Lesson B Jake Shimabukuro</p> <p>Speaking & Pronunciation -Express Degrees of Uncertainty -Debate an Idea -Recognize Connected Speech</p> <p>Grammar & Vocabulary -Modals of Present Possibility -Modals and Questions for Suggestions -Collocations with Prepositions</p> <p>Final Tasks Option 1 Describe an image or book Option 2 Have a class debate</p>	<p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>
11		<p>Unit 9 ANIMAL BEHAVIOR</p> <p>Life Science/Anthropology Close to Us</p> <p>Reading 1: The Animal Trainer</p> <p>Video: Special Macaques</p> <p>Reading 2: Do Monkeys Have Feelings?</p> <p>Vocabulary Extension -er and -or, Homonyms</p> <p>Writing -Making Comparisons -Writing a Comparison Paragraph -Write a paragraph that compares two different animals</p> <p><u>Listening and Speaking</u></p> <p>OUR RELATIONSHIP WITH NATURE Science / Anthropology</p>	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book</p> <p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>

		<p>Lesson A The Penguins at Simon's Town*</p> <p>Video Falcon Farmers</p> <p>Lesson B Kariba Town, Zimbabwe</p> <p>Speaking & Pronunciation</p> <ul style="list-style-type: none"> -Compare and Contrast -Plan Your Presentation -Recognize Reduced Words <p>Grammar & Vocabulary</p> <ul style="list-style-type: none"> -Comparative Adjectives -Superlative Adjectives -Collocations <p>Final Tasks</p> <p>Option 1 Play a vocabulary game</p> <p>Option 2 Give a presentation about the natural world</p>	
12		<p>Unit 10 THE POWER OF IMAGES</p> <p>Communication/Visual Arts</p> <p>Stunning Photographs</p> <p>Reading 1: How Photography Connects Us</p> <p>Video: The Dogist</p> <p>Reading 2: Capturing the Ghost Cats</p> <p>Vocabulary Extension <i>vis/vid</i>, Changing Verbs into Adjectives</p> <p>Writing</p> <ul style="list-style-type: none"> - Describing Location - Using Verbs to Describe Emotions - Writing an Opinion Paragraph - Write a paragraph that gives your opinion about why a photo is good <p><u>Listening and Speaking</u></p> <p>HOW WE COMMUNICATE</p> <p>Communication / Sociology</p> <p>Lesson A Solving Communication Problems</p> <p>VIDEO A School for Communication</p> <p>Lesson B The Importance of Gestures</p> <p>Speaking & Pronunciation</p> <ul style="list-style-type: none"> -Explain and Check 	<p>Pathways 1 Reading, Writing and Critical Thinking Student's Book</p> <p>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</p>

		-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	
13		Review session Skills Boost week	
14		Presentations and evaluation	
15		Speaking exam	
16		Final Exam	