

<b>Identification</b>	<b>Subject (code, title, credits)</b>	ENGL101, English Foundations 1, 4 KU/8ECTS
	<b>Department</b>	English Language and Literature
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2026
	<b>Instructor</b>	Sevda Ibrahimli
	<b>E-mail:</b>	<a href="mailto:sevda.ibrahimli@khazar.org">sevda.ibrahimli@khazar.org</a>
	<b>Phone:</b>	
	<b>Classroom/hours</b>	Monday: Wednesday: Friday:
	<b>Office hours</b>	Mon./ Wed./ Fri.
<b>Prerequisites</b>	None	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book Student's Book</b>, by Mari Vargo, Laurie Blass and Kristin Sherman, Third edition, 2025</p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b>, John Hughes, Third edition, 2025</p> <p>Raymond Murphy. Essential Grammar in Use. Elementary Level</p>	
<b>Course website</b>	<p>Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org /Academic English café / Online Writing Lab(OWL)</p> <p><a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a></p>	
<b>Course outline</b>	<p>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.</p>	
<b>Course objectives</b>	<p>To enable the students to:</p> <ul style="list-style-type: none"> <li>• Reading passages on various topics and understanding their meanings</li> <li>• Developing creative thinking and imagination through extensive and intensive reading</li> <li>• Listening to real-life dialogues and acting them out</li> <li>• Learning new vocabulary in context</li> <li>• Using grammar rules and developing writing skills</li> <li>• Reading light science materials in English</li> </ul>	

<b>Learning outcomes</b>	At the end of the course the students are expected to: <ul style="list-style-type: none"> <li>• Be able to find specific information in the reading passage</li> <li>• Demonstrate ability to identify the main idea of reading and summarize it</li> <li>• Apply learned vocabulary both in written and spoken forms</li> <li>• Talk on a variety of topics</li> <li>• apply grammar rules learned both in spoken and written English</li> <li>• be able to write a properly formatted paragraph</li> </ul>		
<b>Teaching methods</b>	<b>Lecture</b>		
	<b>Group discussion</b>	+	
	<b>Experiential exercise</b>		
	<b>Case analysis</b>		
	<b>Simulation</b>	+	
	<b>Course paper</b>		
	<b>Others</b>	+	
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm exam</b>	April	30
	<b>Active Reading Strategy</b>	Till the final exam	7
	<b>Writing portfolio</b>	Till the final exam	5
	<b>Grammar Quiz</b>	Till the final exam	5
	<b>Participation</b>	Till the final exam	5
	<b>Speaking exam</b>	The last week of December	8
	<b>Activity</b>	Till the final exam	5
	<b>Final exam</b>	June	35
	<b>Total</b>		<b>100</b>
<b>Assessment and Policy</b>	<p><b>Assessment:</b></p> <p><b>Active Reading Strategies:</b></p> <p>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 <b>10 points</b>.</p> <p><b>Writing portfolio:</b></p> <p>Students are required to build portfolios that involve written tasks covered during the course.</p> <p><b>Portfolio</b> 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 <b>10 points</b>.</p> <p><b>Speaking exam</b> gives instructors an opportunity to diagnose any major mistakes made by students in oral language.</p> <p>The exam is held at the end of the course. Face-to face interaction in oral</p>		

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 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
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		<p>about dream jobs</p> <p><b>Option 2</b> Discuss what makes a good job</p>	
2		<p><b>Unit 2 KEEP GOING!</b>  <b>Psychology/Sociology</b>  <b>Explore the Theme</b>  <b>What Helps Someone Become Successful?</b></p> <p><b>Reading 1:</b> The World’s Oldest First Grader</p> <p><b>Video:</b> Space Trailblazer</p> <p><b>Reading 2:</b> The Secret of Success?</p> <p><b>Vocabulary Extension</b>  <i>in-</i> and <i>un-</i>, verb + <i>up</i></p> <p><b>Writing</b>  -Using Infinitives with <i>want</i> and <i>need</i>  -Ordering Ideas  -Write sentences about a life goal</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>GOOD TIMES, GOOD FEELINGS</b>  <b>Psychology</b></p> <p><b>Lesson A</b> Remembering the Past</p> <p><b>Video A</b> Shared Memory</p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

		<p><b>Lesson B</b> What Do We Remember?</p> <p><b>Speaking &amp; Pronunciation</b>          -Give Reasons          -Structure a Presentation          -Simple Past <i>-ed</i> Endings</p> <p><b>Grammar &amp; Vocabulary</b>          -Simple Present          -Adverbs and Expressions of Frequency          -Word Families</p> <p><b>Final Tasks</b>  <b>Option 1</b> Role-play a conversation about dream jobs  <b>Option 2</b> Discuss what makes a good job</p>	
3		<p><b>Unit 3 WHY WE BUY Business/Marketing</b></p> <p><b>Ad Attack!</b></p> <p><b>Reading 1:</b> Supermarket Tricks</p> <p><b>Video:</b> Who Do You Trust?</p> <p><b>Reading 2:</b> The Power of Persuasion</p> <p><b>Vocabulary Extension</b>          verb + <i>control, natural</i>          + noun</p> <p><b>Writing</b>          -Adding Ideas using Connecting Words          -Writing Paragraphs and Topic Sentences          -Write a paragraph that explains why an advertisement is successful</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>THE MARKETING MACHINE</b>  <b>Business / Marketing</b></p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

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

		<p><b>Speaking &amp; Pronunciation</b>          -Express Likes and Dislikes          -Use Slides          -Syllable Stress</p> <p><b>Grammar &amp; Vocabulary</b>          -Count and Noncount          Nouns          -A, an, some, any, a lot of          -Verb + Gerund or Infinitive          -Synonyms</p> <p><b>Final Tasks</b>  <b>Option 1</b> Present tips for doing an activity  <b>Option 2</b> Present a process</p>	
5		<p><b>Unit 5 FOOD JOURNEYS</b>  <b>Cultural Studies</b></p> <p><b>The World on a Plate</b></p> <p><b>Reading 1:</b> A Global Food Journey</p> <p><b>Video:</b> Food from Greenland</p> <p><b>Reading 2:</b> Cooking the World</p> <p><b>Vocabulary Extension</b>          Words as Nouns and Verbs,          Changing          Adjectives into Adverbs</p> <p><b>Writing</b>          -Giving Reasons          -Paraphrasing Using Synonyms          -Write a paragraph that explains why people enjoy sharing pictures of food online</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>FOOD ON THE MOVE</b>  <b>Cultural Studies</b></p> <p><b>Lesson A</b> Food Fact or Fiction?  <b>Video</b> How We Taste Food  <b>Lesson B</b> Ugly Food</p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

		<p><b>Speaking &amp; Pronunciation</b>  -Tell a Story  -Use an Effective Hook and a Call to Action  - Long and Short Vowel Sounds</p> <p><b>Grammar &amp; Vocabulary</b>  <i>-A lot of, much, many, few, little, enough</i>  -Compound Words</p> <p><b>Final Tasks</b>  <b>Option 1</b> Do a food survey  <b>Option 2</b> Present an argument about food</p>	
6		<b>Review session week</b> <b>Skills boost week</b>	
7		<b>Midterm exam</b>	
8		<p><b>Unit 6 FUTURE LIVING</b></p> <p><b>Engineering/Technology</b>  City: 2050</p> <p><b>Reading 1:</b> Meet Your Cobot</p> <p><b>Video:</b> Drone Delivery</p> <p><b>Reading 2:</b> Riding the Skies</p> <p><b>Vocabulary Extension</b>  <i>-able, Changing Verbs into Nouns</i></p> <p><b>Writing</b>  -Using <i>will</i> and <i>be going to</i>  -Using Pronouns to Avoid Repetition  -Write a paragraph that describes life in 2050</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>HOUSING FOR THE FUTURE</b>  <b>Engineering / Urban Planning</b></p> <p><b>Lesson A Housing Solutions*</b>  <b>Video</b> Steel Container Buildings</p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

	<p><b>Lesson B</b> How to Build a New City</p> <p><b>Speaking &amp; Pronunciation</b>          -Ask for and Give Opinions          -Encourage Other People in a Discussion          -Sentence Stress</p> <p><b>Grammar &amp; Vocabulary</b>          -Conjunctions <i>and, but, or, so</i>          -Adjective Suffixes</p> <p><b>Final Tasks</b>  <b>Option 1</b> Present a house and sell it  <b>Option 2</b> Plan a new city</p>	
9	<p><b>Unit 7 STAYING HEALTHY</b>  <b>Health Science</b>  <b>What do you do to stay healthy?</b></p> <p><b>Reading 1:</b> Exercise For Our Brain</p> <p><b>Video:</b> Advertisers Against Germs</p> <p><b>Reading 2:</b> Show of Hands</p> <p><b>Vocabulary Extension</b>          adjective + <i>exercise</i>,          Synonyms</p> <p><b>Writing</b>          -Using Modals of Advice          -Introducing Examples          -Writing a paragraph that gives advice about how to stay healthy</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>THE HUMAN BODY</b>  <b>Health / Biology</b></p> <p><b>Lesson A</b> How Humans Are Changing  <b>Video</b> Brain Connections  <b>Lesson B</b> The Benefits of Bacteria</p> <p><b>Speaking &amp; Pronunciation</b></p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

		<p>-Talk about Possibilities          -Participate in a Group Discussion          -Recognize Reduced Forms</p> <p><b>Grammar &amp; Vocabulary</b>          -<i>Will</i> for Predictions;          Adverbs of Certainty          -<i>Will</i> and <i>Be Going To</i>          -Choose the Correct Meaning</p> <p><b>Final Tasks</b>  <b>Option 1</b> Survey classmates about the future  <b>Option 2</b> Discuss pros and cons of future situations</p>	
10		<p><b>Unit 8 MUSIC WITH A MESSAGE</b>  <b>Arts/Music</b>  <b>Music Brings The World Together</b></p> <p><b>Reading 1:</b> The Power of Music</p> <p><b>Video:</b> Musical Highway</p> <p><b>Reading 2:</b> Musicians for Change</p> <p><b>Vocabulary Extension</b>  <i>dis</i>, Changing          Adjectives into Nouns</p> <p><b>Writing</b>          -Using Time Expressions          -Writing a Narrative Paragraph          -Write a paragraph that tells the life story of a musician or performer</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>LEARN TO LOVE ART</b>  <b>Arts / Music</b></p> <p><b>Lesson A</b> Temporary Art*  <b>Video</b> Making Art from Recycled Glass  <b>Lesson B</b> Jake Shimabukuro</p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

	<p><b>Speaking &amp; Pronunciation</b>          -Express Degrees of Uncertainty          -Debate an Idea          -Recognize Connected Speech</p> <p><b>Grammar &amp; Vocabulary</b>          -Modals of Present Possibility          -Modals and Questions for Suggestions          -Collocations with Prepositions</p> <p><b>Final Tasks</b>  <b>Option 1</b> Describe an image or book  <b>Option 2</b> Have a class debate</p>	
11	<p><b>Unit 9 ANIMAL BEHAVIOR</b></p> <p><b>Life Science/Anthropology</b>  <b>Close to Us</b></p> <p><b>Reading 1:</b> The Animal Trainer</p> <p><b>Video:</b> Special Macaques</p> <p><b>Reading 2:</b> Do Monkeys Have Feelings?</p> <p><b>Vocabulary Extension</b>          -er and -or, Homonyms</p> <p><b>Writing</b>          -Making Comparisons          -Writing a Comparison Paragraph          -Write a paragraph that compares two different animals</p> <p><b><u>Listening and Speaking</u></b></p> <p><b>OUR RELATIONSHIP WITH NATURE</b>  <b>Science / Anthropology</b></p> <p><b>Lesson A</b> The Penguins at Simon’s Town*  <b>Video</b> Falcon Farmers  <b>Lesson B</b> Kariba Town, Zimbabwe</p> <p><b>Speaking &amp; Pronunciation</b></p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

	<p>-Compare and Contrast          -Plan Your Presentation          -Recognize Reduced Words</p> <p><b>Grammar &amp; Vocabulary</b>          -Comparative Adjectives          -Superlative Adjectives          -Collocations</p> <p><b>Final Tasks</b>  <b>Option 1</b> Play a vocabulary game  <b>Option 2</b> Give a presentation about the natural world</p>	
12	<p><b>Unit 10 THE POWER OF IMAGES</b>  <b>Communication/Visual Arts</b>  <b>Stunning Photographs</b></p> <p><b>Reading 1:</b>          How Photography Connects Us</p> <p><b>Video:</b> The Dogist</p> <p><b>Reading 2:</b> Capturing the Ghost Cats</p> <p><b>Vocabulary Extension</b>  <i>vis/vid</i>, Changing Verbs into Adjectives</p> <p><b>Writing</b>          - 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> <p><b><u>Listening and Speaking</u></b></p> <p><b>HOW WE COMMUNICATE</b>  <b>Communication / Sociology</b>  <b>Lesson A</b> Solving Communication Problems  <b>VIDEO A</b> School for Communication  <b>Lesson B</b> The Importance of Gestures</p>	<p><b>Pathways 1 Reading, Writing and Critical Thinking Student's Book</b></p> <p><b>Pathways 1 Listening, Speaking and Critical Thinking Student's Book</b></p>

		<p><b>Speaking &amp; Pronunciation</b>          -Explain and Check          -Invite and Answer Questions from the Audience          -Consonant Clusters</p> <p><b>Grammar &amp; Vocabulary</b>          -Present Perfect          -Present Perfect and Simple Past          -Phrasal Verbs</p> <p><b>Final Tasks</b>  <b>Option 1</b> Explain a piece of technology  <b>Option 2</b> Present a form of communication</p>	
13		<p><b>Review session</b>  <b>Skills Boost week</b></p>	
14		<b>Presentations and evaluation</b>	
15		<b>Speaking exam</b>	
16		<b>Final Exam</b>	

