

HZR 100 – MODULE 3 (B1 - B2 LEVELS)

Course Code: HZR 100	Course Title: Module 3	Theory+Practice: 24+0	ECTS: ---
Class / Semester/Period	Preparatory / Spring / 3		
Course Level	Preparatory		
Course Type	Required		
Department			
Pre-requisite Courses	None		
Teaching System	Formal		
Course Duration	8 weeks		
Course Instructor			
Other Instructor(s)			
Language of Instruction	English		
Out-of-class Activity / Internship	None		
Goal of the Course			
To enable students to gain basic language skills from pre-intermediate to intermediate level.			

Learning Outcomes for the Course

(The learning outcomes for the relevant level are determined by taking into account the needs of the students in accordance with the descriptors in the Common European Framework of Reference for Languages (CEFR))

The students who have successfully completed this course will be able to:

LISTENING	regularly understand the main points of clear and standard speech on familiar topics encountered at work, at school, in free time, etc. They can understand the gist of many radio or TV programs on current events or topics of personal and professional interest when they are slow and clear. They can understand simple idiomatic expressions. They can understand simple statistical information in verbal expressions. They can complete the information in blanks by listening. They can compare the information in a listening content and their own knowledge and comment on. They can understand a speaker using standard dialect and construct sentence structures based on what they hear. They can understand the content of a listening session at a sufficient level and answer relevant questions. They can understand a movie in general terms and watch it satisfactorily. They can follow a content produced in a standard dialect using extensive vocabulary and can extract the meaning of unknown words from the context. They can follow and comment on the discussions of their friends and respond to their opinions. They can understand content with difficult structures and respond by creating similar structures.
READING	understand texts consisting mostly of everyday or business-related language. They can understand expressions of events, feelings and wishes in personal letters. They can read a simple short story and extract specific information from it. They can create a series of alternative contents by arranging them in a specific meaningful order. They can complete content with blanks using words. They can read a text and form their own opinions. They can read a short story and uncover the underlying main theme. They can read a text and identify different grammatical structures in it. They can read a text and rearrange its content in different ways or comment on it. They can find the main points in a story and order them in a meaningful way. They can understand humor or sarcasm in a text. They can understand contemporary literary texts. They can find grammar, vocabulary, punctuation and spelling errors in a text. They can evaluate the perspective of the author of a descriptive text and answer questions. They can write a word for a blank part in a story or sentence, making their choices based on the context.

SPEAKING	respond verbally to most situations that are likely to arise when traveling in an area where the target language is prevalent. They can participate in impromptu conversations on topics that are familiar, of personal interest or related to daily life (family, hobbies, work, travel, current events). They can create simple linked phrases to describe experiences and events, dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can tell a story, describe the plot of a book or movie, and share personal reactions. They can have a conversation with their friends about a given topic or theme and answer questions. They can argue with their friends about whether their ideas are compatible on a subject. They can express their feelings about a subject they have read or experienced in a dialogue. They can research or discuss answers to questions with a group or a friend. They can use their own experiences to describe familiar objects or situations. They can practice verbally on a word or grammatical structure that is difficult to pronounce at a difficult level, either by themselves or with a friend. They can take part in a dialogue or discussion activity with a sufficient level of fluency. They can tell a story they have heard before from memory, adhering to the plot. They can tell a friend in detail about an event that happened to themselves or someone else. They can evaluate an argument from two different perspectives and express an opinion.
WRITING	write simple, linked texts on topics they already know or that are of personal interest. They can write personal letters describing experiences and impressions. They can take notes or summarize the content they listen to. They can write about the characteristics of a person they know. They can complete a given list or table. They can create sentences using various complex sentence structures. They can write a short story by making a plan. They can summarize their own ideas, turn them into notes and use them for their oral presentations. They can take notes about a listening passage and answer questions. They can write clear explanations to support an argument. They can write different grammatical structures or parts of speech in the blanks by choosing from a given list. They can write e-mails for different purposes. They can create written content based on the required number of words.

Course Content		
English grammar, reading, writing, listening and speaking skills, daily language use.		
Weekly Detailed Course Content		
Week	Detailed Content	Teaching Methods and Techniques
1	UNIT 1) present simple and continuous, action and non-action verbs / future forms: present continuous, be going to, will / won't / food and cooking / family, adjectives of personality / talking about preferences, agreeing and disagreeing / talking about the future, retelling a story, understanding key words in questions, predicting content using visual clues / using your own experience to understand a text UNIT 2) present perfect and past simple / present perfect + for / since, present perfect continuous / money / strong adjectives: exhausted, amazed, etc. / talking about money and experiences / How long...?, talking about extremes / listening for facts / checking hypotheses, listening for specific information / understanding paragraphing, the order of events Writing Pack: The structure of a paragraph (paragraph basic, paragraph organisation)	Lecture, Question and Answer, Individual Study, Pair Work
2	UNIT 3) choosing between comparatives and superlatives / articles: a / an, the, no article / transport / collocation: verbs / adjectives + prepositions, role-play: a tourist, giving opinions / generalizing, talking about childhood / understanding points of view / confirming predictions / understanding the main point in a paragraph UNIT 4) obligation and prohibition: have to, must, should / ability and possibility: can, could, be able to / phone language / -ed / -ing adjectives / talking about annoying habits and manners / talking about ability, assessing advice / understanding problems and advice / making inferences, listening for specific information / assessing a point of view / understanding tips and examples Writing Pack: The structure of a paragraph (state your point in a topic sentence, evaluating topic sentences, writing topic sentences)	Lecture, Question and Answer, Individual Study, Pair Work
3	UNIT 5) past tenses: simple, continuous, perfect / past and present habits and states / sport / relationships / talking about sport, telling an anecdote / talking about present and past habits, presenting an opinion / understanding an interview / predicting the end of a story, understanding facts and supporting information / understanding how examples support main points Writing Pack: The structure of a paragraph (support your point, analysing paragraphs of support, writing supporting sentences)	Lecture, Question and Answer, Individual Study, Pair Work
4	UNIT 6) passive (all tenses) / modals of deduction: might, can't, must / cinema / the body / talking about films / talking about profile pictures, making deductions / listening for content words / checking assumption, understanding the order of events / understanding the main point in a paragraph / understanding humour Writing Pack: The structure of a paragraph (supplying specific details)	Lecture, Question and Answer, Individual Study, Pair Work
5	UNIT 7) first conditional and future time clauses + when, until, etc. / second conditional, choosing between conditionals / education / houses / talking about school, assessing opinions / discussing pros and cons, describing ideal situations / listening for numbers / using prediction to understand content / understanding points of view Writing Pack: The structure of a paragraph (conclusion, writing concluding sentences) MID-TERM EXAMINATION	Lecture, Question and Answer, Individual Study, Pair Work
6	UNIT 8) choosing between gerunds and infinitives / reported speech: sentences and questions / work / shopping, making	Lecture, Question and

	nouns from verbs / making a presentation / talking about shopping habits / listening and making notes / understanding the order of events, understanding attitude and tone / predicting the end of a story from evidence Writing Pack: The structure of a paragraph (unity, practicing unity)	Answer, Individual Study, Pair Work
7	UNIT 9) third conditional / quantifiers / making adjectives and adverbs / electronic devices / talking about luck / discussing digital habits / listening to summarize / understanding attitude / understanding topic sentences, technical language Writing Pack: The structure of a paragraph (coherence, arrangement, transitions)	Lecture, Question and Answer, Individual Study, Pair Work
8	UNIT 10) relative clauses: defining and non-defining / question tags / compound nouns / crime / talking about people and things that you admire / role-play: a police interview / listening for facts / taking notes / reading with purpose / understanding referencing Writing Pack: The structure of a paragraph (editing, peer editing, giving constructive suggestions) REVISION END OF MODULE TEST (EMT)	Lecture, Question and Answer, Individual Study, Pair Work

Course Book / Supplementary Book

1	Latham-Koenig C., Oxenden C., Lambert J. (2020). English File Intermediate: Student's Book. (4th Edition). Oxford: Oxford University Press. <i>(According to CEFR criteria, the first four units of the selected book meet B1 criteria, the next 2 units meet B1 criteria, and the remaining 4 units meet B2 criteria.)</i>
2	Latham-Koenig C., Oxenden C., & Chomacki K. (2020). English File Intermediate: Online Practice. (4th Edition). Oxford: Oxford University Press.

Course Materials

Course book and similar written sources, the Internet

Assessment and Evaluation

Method	Week	Duration (in Hours)	Contribution (%)
Speaking Task 1		1	4
Speaking Task 2		1	4
Writing Portfolio		1	7
Mid-Term Exam		1	30
In-class Performance Evaluation		1	5
End of Module Test		1	45
Online Activity 1		1	3
Online Activity 2		1	2

Student Workload

Activity	Hours per week	Number	Workload
Weekly class hours (theory+practice)	24	8	
Out-of-class activity			
a) Reading	3	8	
b) Internet/Library search			
c) Performance task			
d) Seminar/Presentation/Preparing a report			
e) Preparing a term paper/project	3	8	
Oral Exam	1	1	
Quiz			

Laboratory Exam			
Preparation for the Mid-term Exam	3	1	
Mid-term Exam	2	1	
Preparation for the Final Exam	5	1	
Final Exam	3	1	
Online Study for the Mid-term Exam			
Online Study for the Final Exam			
Total Workload			