

## HZR 100 – MODULE 2 (A2 - B1 LEVELS)

Course Code: HZR 100	Course Title: Module 2	Theory+Practice: 24+0	ECTS: ---
Class / Semester/Period	Preparatory / Fall / 2		
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		
<b>Goal of the Course</b>			
To enable students to gain basic language skills from elementary to pre-intermediate level.			

<b>Learning Outcomes for the Course</b> (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).)	
<i>The students who have successfully completed this course will be able to:</i>	
<b>LISTENING</b>	understand expressions and most frequently used words related to areas of immediate personal interest (e.g. very basic personal and family information, shopping, living environment, work environment). They can capture the main idea in short, clear, simple messages and announcements. They can understand how people feel from their speech. They can understand the details of a description, place, place or event they hear. They can understand the content of people's discussions about a topic. They can listen to an audio content and answer relevant questions. They can repeat a sentence they listen to with correct stress, pronunciation and rhythm. They can understand the abbreviated structures in the sentences they listen to. They can make predictions about the content they listen to. They can understand given directions and mark them on a map. They can produce an expression they hear from a person's mouth using reported speech.
<b>READING</b>	read very short and simple texts. They can find certain predictable information in simple everyday contents such as advertisements, brochures, menus and timetables. They can understand short, simple personal letters. They can relate questions about a passage to relevant paragraphs. They can complete a word or phrase left blank in a text. They can examine a text and find the meaning of a new word. They can scan a text and find the necessary information. They can express their own opinions by reading a text. They can read a problem and give advice about it. They can complete half-empty sentences in a text by selecting them from the list. They can read a biography and remember specific details. They can read and talk about specific real situations. They can have a discussion with their friends by reading about different inventions. They can present their own opinions by discussing a statement with their friends.
<b>SPEAKING</b>	communicate in simple and routine tasks that require a simple and direct exchange of information on familiar topics and activities. They can carry on very short social conversations, although usually not able to understand enough to carry on the conversation themselves. They can use a range of verbal phrases and sentences to describe in simple terms their family and other people around them, their living conditions, their educational background and current educational process, or their line of work. They can express their opinions on a text by talking to a friend. They can define a word by

	<p>talking to a friend about it. They can both ask questions and give answers about a past situation. They can answer questions with correct pronunciation. They can express a common opinion by working in a group. They can talk about how their lives have changed. They can repeat sentences with correct pronunciation, stress and rhythm. They can express their opinions in their own words to their friends about a text they have read. They can share their decisions, suggestions or promises on a subject. They can listen to a friend and ask questions to learn more about the topic.</p>
<b>WRITING</b>	<p>write short, simple notes and messages on topics in areas of urgent need. They can write a very simple personal letter; for example, thanking someone for something. They can write down future plans by keeping a diary. They can define a place and find spelling, grammar and punctuation errors in a content. They can define a concept with their own words. They can use adverbial structures in the right place in a sentence. They can complete incomplete sentences. They can take short notes about a content they listen to. They can complete the missing parts of a table. They can create written content based on the required number of words.</p>

<b>Course Content</b>		
English grammar, reading, writing, listening and speaking skills, daily language use.		
<b>Weekly Detailed Course Content</b>		
<b>Week</b>	<b>Detailed Content</b>	<b>Teaching Methods and Techniques</b>
1	<p>UNIT 1) word order in questions / present simple / present continuous / common verb phrases / describing people: appearance and personality / clothes, prepositions of place / exchanging information / describing a person, a picture, talking about preferences / identifying the person being described / checking hypotheses</p> <p>UNIT 2) past simple: regular and irregular verbs / past continuous / time sequencers and connectors / prepositions of time and place: at, in, on / verb phrases / talking about your last holiday, preferences / retelling a story / understanding the key events in a story / listening for gist and detailed information / understanding the key events in a story</p>	Lecture, Question and Answer, Individual Study, Pair Work
2	<p>UNIT 3) be going to (plans and predictions) / present continuous (future arrangements) / defining relative clauses / verbs + prepositions / paraphrasing / planning a tour / making arrangements / describing and paraphrasing / listening for specific information / understanding times, dates and appointments / guessing words from definitions / understanding text cohesion – connectors</p> <p>UNIT 4) present perfect + yet, just, already / something, anything, nothing, etc. / housework, make or do? / shopping / adjectives ending -ed and -ing / talking about housework / shopping experiences / checking hypotheses using background knowledge / understanding a theory, historical information, opinions / checking and correcting information</p>	Lecture, Question and Answer, Individual Study, Pair Work
3	<p>UNIT 5) comparatives adjectives and adverbs, as...as / superlatives (+ ever + present perfect / quantifiers, too, (not) enough / types of numbers / describing a town or city / health and the body / comparing habits: present and past / talking about memorable experiences, lifestyle / identifying key points / understanding ranking, advice / scanning for data / identifying pros and cons</p> <p>UNIT 6) will / won't (predictions) / opposite verbs / verb + back / modifiers / making predictions / giving examples and reasons / using existing knowledge to predict content / checking hypotheses, understanding specific information / summarizing the main point of a text / understanding the order of events</p>	Lecture, Question and Answer, Individual Study, Pair Work
4	<p>UNIT 7) uses of the infinitive with to / uses of the gerund (verb + -ing) / have to, don't have to, must, mustn't / verbs + infinitive: try to, forget to, etc. / verbs + gerund / adjectives + prepositions: afraid of, etc. / retelling an article / describing feelings / talking about language learning / understanding a problem, how something works, the events in a story / text coherence / understanding content words / using topic sentences</p> <p>UNIT 8) should / if + present, + will + infinitive (first conditional) / possessive pronouns / get / confusing verbs / adverbs of manner / discussing habits and preferences / using the right word in a conversation / reacting to a story / understanding opinions, an anecdote / using information to interpret a story / understanding opinions / scanning for specific information</p>	Lecture, Question and Answer, Individual Study, Pair Work
5	<p>UNIT 9) if + past, would + infinitive (second conditional) / present perfect + for and since / words related to fear, phrases with for and since / biographies / Would you know what to do? / How long...? / talking about life events / understanding facts / taking notes / understanding biographical information / recognizing topic links</p> <p>UNIT 10) expressing movement / word order of phrasal verbs / the passive / sports, expressing movement / phrasal verbs / people from different countries / responding to opinions / retelling a person's day / understanding reasons, historical information / extracting main points from a text</p> <p>MID-TERM EXAMINATION</p>	Lecture, Question and Answer, Individual Study, Pair Work
6	<p>UNIT 11) used to / might / so, neither + auxiliaries / school subjects / word building: noun formation / similarities and differences / talking about school days / choices and decisions / finding similarities and differences / understanding attitude / identifying the main points in a talk / finding key information in a text</p>	Lecture, Question and Answer, Individual Study, Pair Work
7	<p>UNIT 12) past perfect / reported speech / questions without auxiliaries / time expressions / say or tell? / retelling a news story / gossip / understanding a conversation, the order of events / recognizing text type</p>	Lecture, Question and Answer, Individual Study, Pair Work
8	<p>REVISION END OF MODULE TEST (EMT)</p>	Lecture, Question and Answer, Individual

		Study, Pair Work
<b>Course Book / Supplementary Book</b>		
1	Latham-Koenig C., Oxenden C., Lambert J. (2020). English File Pre-intermediate: Student's Book. (4th Edition). Oxford: Oxford University Press. <i>(According to CEFR criteria, the first three units of the selected book meet A2 criteria, and the next 9 units meet B1 criteria.)</i>	
2	Latham-Koenig C., Oxenden C., & Chomacki K. (2020). English File Pre-intermediate: Online Practice. (4th Edition). Oxford: Oxford University Press.	
<b>Course Materials</b>		
Course book and similar written sources, the Internet		

<b>Assessment and Evaluation</b>			
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

<b>Student Workload</b>			
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			
<b>Total Workload</b>			