

## HZR 100 – MODULE 1 (A1 - A2 LEVELS)

Course Code: HZR 100	Course Title: Module 1	Theory+Practice: 24+0	ECTS: ---
Class / Semester/Period	Preparatory / Fall / 1		
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 beginner to elementary level.			

<b>Learning Outcomes for the Course</b> (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).)	
<i>The students who have successfully completed this course will be able to:</i>	
<b>LISTENING</b>	recognize familiar words and very basic expressions about themselves, their family and their immediate surroundings when people speak slowly and clearly. They can understand and follow simple instructions. They can follow conversations about people's experiences and expressions regarding the present, past, and future. Based on what they listen to, they can decide whether a statement is true or not. They can understand conversations in different contexts (restaurant, hospital, hotel, etc.).
<b>READING</b>	understand familiar names, different types of words, and very simple sentence structures in various written contents such as advertisements, posters, tables, research results, surveys, blogs, or catalogs. They can understand texts that describe people's lives. They can understand texts related to daily activities. They can understand texts that tell stories or events in the past tense. They can read and follow a simple map. They can decide whether a statement in a text is true or false based on what they read. They can read and understand a text with pictures. They can read a text and write a title for it. They can understand a text that expresses an opinion. They can answer questions related to such texts.
<b>SPEAKING</b>	engage in simple interactions on condition that the other person speaks at a pace suitable for their level or is ready to reformulate what he/she said and to help in formulating the content they are trying to convey. They can ask and answer simple questions in areas of urgent need or on very familiar topics. They can use simple expressions and sentences to describe the place where they live and the people that they know. They can introduce themselves verbally. They can introduce themselves and others in conversations. They can talk about family relationships, professions, daily routines, and lifestyles. They can have conversations that are suitable for their level or answer questions in conversations. They can engage in conversations in different contexts (restaurant, hospital, hotel, supermarket, etc.). They can talk about past events and have discussions on related situations. They can give simple directions with the help of a map or ask for directions. They can express their personal opinion on a topic. They can describe the features of a place. They can talk about a famous person. They can answer or ask questions at their level about a text they have read. They can talk about future plans.

<b>WRITING</b>	write short and simple content, such as sending greeting cards, in parallel with the structures and expressions they have learned at their level. They can fill out forms containing personal information, such as entering their name, nationality, and address on a hotel registration form. They can create and share content on different social media platforms. They can write informal/formal emails. They can write about situations related to the past. They can describe places or locations they have been to. They can keep a diary. They can write about their plans and predictions for the future. They can create written content based on the required number of words.
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<b>Course Content</b>
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English grammar, reading, writing, listening and speaking skills, daily language use.

<b>Weekly Detailed Course Content</b>
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Week	Detailed Content	Teaching Methods and Techniques
1	UNIT 1) verb be + , subject pronouns: I, you, etc. / possessive adjectives: my, your, etc. / days of the week, numbers 0–20 / saying hello, saying goodbye / giving personal information UNIT 2) singular and plural nouns / adjectives / imperatives, let's / things, in, on, under / colours, adjectives, modifiers: very / really, quite / feelings / saying where things are / describing things; the same or different? / inferring mood, understanding specific advice / identifying paragraph headings	Lecture, Question and Answer, Individual Study, Pair Work
2	UNIT 3) present simple / word order in questions / verb phrases / jobs / question words / things I like and don't like about my country / getting to know somebody / understanding specific information / identifying attitude UNIT 4) possessive -'s, Whose...? / prepositions of time (at, in, on) and place (at, in, to) / position of adverbs, expressions of frequency / family / daily routine / months, adverbs and expressions of frequency / a typical weekend / retelling the main information in a short text / identifying the main / supporting information / inferring feelings / listening for detail	Lecture, Question and Answer, Individual Study, Pair Work
3	UNIT 5) can / can't / present continuous: be + verb + -ing / verb phrases / the weather and seasons / talking about abilities / spot the difference / focusing on practical information / identifying a situation from context / finding specific information UNIT 6) object pronouns: me, you, him, etc. / like + (verb + -ing) / words in a story / the date, ordinal numbers / reading habits, retelling a story / favourite times / giving opinions / checking predictions / understanding dates / understanding a traditional story / understanding feelings and opinions	Lecture, Question and Answer, Individual Study, Pair Work
4	UNIT 7) past simple of be: was / were / past simple: regular verbs - irregular verbs / word formation / past time expressions / go, have, get / selfies and photos / Did you...?; When was the last time? / checking predictions understanding the sequence of events / understanding the order of life events / understanding gist and detail UNIT 8) past simple: regular and irregular / there is / there are / prepositions: place and movement / interview / describing a house / taking notes and comparing information / using evidence to predict outcome / understanding events in a story - paragraph topics	Lecture, Question and Answer, Individual Study, Pair Work
5	UNIT 9) countable / uncountable nouns / quantifiers: how much / how many / comparative adjectives / food and drink / food containers / high numbers / hypothesizing about photos to prepare for listening / categorizing information / identifying section topics UNIT 10) superlative adjectives / <i>be going to</i> (plans); future time expressions, (predictions) / places and buildings / city holidays / using prior knowledge to predict stages, taking notes / identifying paragraph endings / following the events of a story MID-TERM EXAMINATION	Lecture, Question and Answer, Individual Study, Pair Work
6	UNIT 11) adverbs (manner and modifiers) / verb + <i>to</i> + infinitive / definite article: <i>the</i> or no <i>the</i> / common adverbs / phones and the internet / talking about dreams and ambitions / understanding opinions / scanning for information / using visual clues to support understanding	Lecture, Question and Answer, Individual Study, Pair Work
7	UNIT 12) present perfect / question formation / irregular past participles / films, TV, and books / recognizing topic questions / identifying key information / understanding biographical information	Lecture, Question and Answer, Individual Study, Pair Work
8	REVISION END OF MODULE TEST (EMT)	Lecture, Question and Answer, Individual Study, Pair Work

<b>Course Book / Supplementary Book</b>
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1	Latham-Koenig C., Oxenden C., & Chomacki K., Lambert J. (2020). English File Elementary: Student's Book. (4th Edition). Oxford: Oxford University Press. ( <i>According to CEFR criteria, the first three units of the selected book meet A1 criteria, and the next 9 units meet A2 criteria.</i> )
2	Latham-Koenig C., Oxenden C., & Chomacki K. (2020). English File Elementary: 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			
<b>Total Workload</b>			