

HZR 100 – MODULE 4 (B2 LEVEL - ACADEMIC SKILLS)

Course Code: HZR 100	Course Title: Module 4	Theory+ Practice: 24+0	ECTS: ---
Class / Semester/Period	Preparatory / Spring / 4		
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			
The main purpose of the course is to guide students step by step with meaningful activities that combine four skills (listening, speaking, reading and writing), grammar, target words and authentic materials to reach the upper intermediate level (B2) and to make them acquire the predicted outcomes of the course at the highest level. In addition, it aims to support the use of four basic skills with academic skills such as note-taking, synthesizing and making presentations by giving students a critical perspective. During the course, students explore contents related to different topics by listening to and reading in order to use English effectively, and then develop their written and spoken language with learning-oriented vocabulary and word forms.			

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).)	
<i>The students who have successfully completed this course will be able to:</i>	
LISTENING	<p>understand dialogues about many general topics even in a noisy environment. They can understand recordings in the standard form of language that are likely to be encountered in social, professional or academic life and determine the content of information as well as the perspectives and attitudes of the speaker. They can understand standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic or professional life, either live or via broadcast. They can follow the shifting conversation between speakers of the target language. They can reliably understand detailed instructions. They can summarize and evaluate the main discussion points on topics within their academic or professional competence. After listening, they can use indirect expressions and explanations to complete gaps in vocabulary and structure. They can follow the discussions on topics related to their field and understand in detail the points highlighted by the speaker. They can understand most radio documentaries and many other recorded or broadcast audio materials presented in the standard form of the language, and they can describe the speaker's mood, tone, etc. Provided that the topic is quite familiar and the direction of the conversation is indicated by clear signs, the students can follow long speeches and complex series of discussions. They can understand announcements and messages on concrete and abstract issues spoken in standard spoken language at normal speed. They can follow the fundamentals of lectures, speeches and reports, and other forms of academic/professional presentations that are complex in terms of proposition and language. Provided that the conversation is conducted in standard colloquial language, the students can understand the speaker's point of view on issues related to their current area of interest or expertise.</p>

READING	can detect the reasons given in the text, the integrity of the paragraph, and the order of the plot in the context. They can predict the meaning of keywords in a text and write titles for each paragraph. They can distinguish an opinion stated in the text, clues, examples, and how the examples support the main topics. They can extract meaning from the context in the text. They can quickly scan long and complex texts and place relevant details and necessary information in the spaces provided. They can collect information from different parts of a text or from within different texts to perform a specific task. They can contextual cues to understand the main idea of the text. They can understand articles or reports in which contemporary problems related to the point of view or opinion adopted by the author are stated. They can become aware of the factual information contained in a text and, thus, the effort to persuade the reader. They can identify the different structural elements in which discussions that involve inconsistent comparisons, problem-solution-oriented contents and content that establishes a cause-effect relationship are used together.
SPEAKING	interact with native speakers with fluency and spontaneity at a level that makes regular interaction quite possible. They can actively participate in discussions in familiar contexts, explain and support their views. They can provide clear and detailed explanations on a wide range of topics related to their area of interest. They can explain the point of view on a current issue by giving the advantages and disadvantages of various options. They can participate in a discussion or conversation with a person about various topics. They can describe their personal experiences in a conversation. They can take turns asking and answering questions. They can describe personal experiences in everyday conversations. They can take turns telling stories and responding. They can plan and organize a story, set the scene, and organize the main events. They can ask and answer questions by paying attention to body language and verbal cues. They can work collaboratively to make a list of things that make cities attractive. They can interview a person, take turns, and respond to what people say. They can communicate spontaneously in longer and more complex parts of the speech. They can talk about how to feel and how to behave in difficult situations. They can talk about things they feel strongly about (for example, embarrassing mistakes or things that make them depressed). They can present information about a topic to the class.
WRITING	write clear and detailed texts on a wide range of topics related to their interests. They can write an essay or report that conveys information or provides justifications that support or oppose a particular point of view. They can write letters emphasizing the personal significance of events and experiences. They can use comparative forms in a written expression. They can check their writing, correct mistakes, and edit them. They can write an informal e-mail explaining how they feel and what they do. When writing, they can use descriptive language such as adjectives and adverbs. They can use conjunction phrases to list advantages and disadvantages. When editing their writing, they can present examples, add ideas, put forward opposing ideas, offer reasons, and present conclusions. They can check and edit a piece of writing for grammar, punctuation, or spelling mistakes. They can write a story chain using conditional structures. They can write arguments for and against a statement. They can introduce, emphasize and generalize a topic.

Course Content		
English grammar, reading, writing, listening and speaking skills and everyday language use.		
Weekly Detailed Course Content		
Week	Detailed Content	Teaching Methods and Techniques
1	Unit 1) Grammar: Question formation, auxiliary verbs, the ... , the ... + comparatives / Vocabulary: working out meaning from context, compound adjectives, modifiers / Pronunciation: intonation: showing interest, sentence rhythm / Speaking: politely refusing to answer a question, reacting to what someone says, though questions, reacting to a story about something strange / Writing Pack: Error Correction Codes, A revision of the structure of a paragraph, Structure of an Essay, Introduction, Thesis statement / Speaking Pack: Hometown	Lecture, Question-Answer, Individual Work, Group Work
2	Unit 1) Listening: understanding the stages of short interview, following instructions / Reading: understanding questions, working out meaning from context and facts vs theories / Colloquial English: Talking about getting a job / Writing Pack: The structure of an Essay, The body, The concluding paragraph / Speaking Pack: Jobs and Professions	Lecture, Question-Answer, Individual Work, Group Work
3	Unit 2) Grammar: Present perfect simple and continuous, using adjectives as nouns, adjective orders / Vocabulary: illnesses and injuries, clothes and fashion / Pronunciation: certain consonant and vowel sounds / Speaking: Doctor, doctor, health; the joy of the age-gap friendship, managing discussions, politely disagreeing / Writing Pack: Comparison – Contrast Essay, The language of comparison and contrast, Block Style Organization, Point-by-Point Style Organization, Charts and graphs in comparison and contrast essays / Speaking Pack: Adventures and Experiences	Lecture, Question-Answer, Individual Work, Group Work

4	Unit 2) Listening: understanding an anecdote, a discussion – opinions, explanations, examples / Reading: reading and summarizing, scanning several texts / Revise and Check 1-2 / Writing Pack: Comparison - Contrast Essays, Working on and writing a comparison-contrast essay / Speaking Pack: Technology and Internet	Lecture, Question-Answer, Individual Work, Group Work
5	Unit 3) Grammar: Narrative tenses, past perfect continuous, so / such ... that, the position of adverbs and adverbial phrases / Vocabulary: air travel, adverbs and adverbial phrases / Pronunciation: irregular past forms, sentence rhythm, word stress and intonation / Speaking: flight stories, telling an anecdote, reading habits / Listening: understanding formal languages in announcements / Reading: using diagram to understand a text, reading for pleasure / Colloquial English: talking about books / Writing Pack: Cause and Effect Essays, Organisation, Useful language / Speaking Pack: Education and Career MID-TERM EXAMINATION	Anlatım, Soru-Cevap, Bireysel Çalışma, Grup Çalışması
6	Unit 4) Grammar: future perfect and future continuous , zero and first conditionals, future time clauses / Vocabulary: the environment, weather, expressions with take / Pronunciation: vowel sounds, linked phrases / Speaking: the environment, climate change, risk taking / Listening: understanding examples, focusing on the main points / Reading: scanning for examples, summarizing an argument / Revise and Check: 3-4 / Writing Pack: Cause and effect essays, working on and writing cause and effect essays / Speaking Pack: Extreme sports and World Records	Lecture, Question-Answer, Individual Work, Group Work
7	Unit 5) Grammar: Unreal conditionals, wish for present – future – past regrets / Vocabulary: feelings, expressing feelings with verbs or -ed/-ing adjectives / Pronunciation: word stress in three- or four- syllable adjectives, sentence rhythm and intonation / Speaking: emergency situations, ways of talking about how we feel, wishes / Listening: understanding mood and feelings, understanding a poem / Reading: recognizing positive and negative experiences, checking hypothesis / Colloquial English: talking about waste / Writing Pack: Argument Essay, writing model 1, writing model 2 / Speaking Pack: Exotic Places and Travel	Lecture, Question-Answer, Individual Work, Group Work
8	Unit 6) Grammar: used to, be used to, get used to, gerunds and infinitives / Vocabulary: sleep, music / Pronunciation: sounds - /s/ and /z/, words from other languages / Speaking: sleep and music / Listening: understanding reasons, a talk / Reading: using contextual clues, scanning across several texts / Revise and Check 5-6 / Writing Pack: Argument Essay, working on and writing argument essays / Speaking Pack: Social Media and Social Life MODULE 4 - PROFICIENCY EXAMINATION	Lecture, Question-Answer, Individual Work, Group Work
Course books		
1	C. Latham-Koenig, C. Oxenden, K. Chomacki (2020). English File. Upper-Int. Student’s Book (4th Edt.). Oxford: Oxford University Press.	
2	C. Latham-Koenig, C. Oxenden, K. Chomacki (2020). English File. Upper-Int. Workbook (4th Edt.). Oxford: Oxford University Press.	
Course Materials		
Coursebook and similar written resources, digital-based book application page		

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
Proficiency Examination		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 Term Paper/Project	3	8	
Oral Exam	1	1	
Quiz			
Laboratory Exam			
Preparation for the Midterm Exam	3	1	
Midterm Exam	2	1	
Preparation for the Proficiency Exam	5	1	
Proficiency Exam	3	1	
Online study for the Midterm Exam			
Online study for the Proficiency Exam			
Total Workload			