

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	Foreign Languages		
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 elementary to pre-intermediate level.			

Learning Outcomes for the Course

(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	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.
READING	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.
SPEAKING	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 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.
WRITING	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.

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	<p>UNIT 1) <u>Grammar</u>: word order in questions, present simple, present continuous, <u>Vocabulary</u>: common verb phrases, describing people: appearance and personality, clothes, prepositions of place, <u>Pronunciation</u>: the alphabet, final -s/-es, the two specific vowel sounds /ə/ /ɜ:/, <u>Listening</u>: recognizing names, places, and numbers, identifying situations from context, focusing on descriptive adjectives, tuning in existing knowledge, <u>Reading</u>: using visual clues to identify main topic, <u>Speaking</u>: exchanging personal information, returning questions, asking for personal information, describing a painting, <u>Writing</u>: a personal profile, <u>Practical English</u>: calling reception</p> <p>UNIT 2) <u>Grammar</u>: past simple: regular and irregular verbs, past continuous, time sequencers and connectors, <u>Vocabulary</u>: holidays, prepositions of time and place: at, in, on, verb phrases. <u>Pronunciation</u>: regular verbs, weak forms: was/were, word stress, <u>Reading</u>: understanding details, using visual clues to understand events, <u>Listening</u>: listening for key points, understanding the order of events, using evidence to predict the ending of a story, <u>Speaking</u>: showing interest, giving more information in a conversation, retelling the end of the story, <u>Writing</u>: describing a photo</p>	Lecture, Question and Answer, Individual Study, Pair Work
2	<p>UNIT 3) <u>Grammar</u>: be going to (plans and predictions), present continuous (future arrangements), defining relative clauses, <u>Vocabulary</u>: airports, verbs + prepositions, paraphrasing, <u>Pronunciation</u>: the letter g, linking, silent e, <u>Reading</u>: using context to complete information, making a personal response, understanding the rules of a game, <u>Listening</u>: understanding context, inferring mood, understanding relationships between people, definitions, <u>Speaking</u>: assessing and comparing tips, proposing a tourist itinerary, comparing the results of a questionnaire, making arrangements, paraphrasing, defining words, <u>Writing</u>: an informal email, <u>Practical English</u>: problems at a restaurant</p> <p>UNIT 4) <u>Grammar</u>: present perfect + yet, just, already, present perfect or simple past, something, anything, nothing, etc., <u>Vocabulary</u>: housework, make or do?, shopping, adjectives ending -ed and -ing, <u>Pronunciation</u>: the letters y and j, c and ch, /e/ /əʊ/ and /ʌ/, <u>Listening</u>: understanding advice, using visual clues to understand key points, understanding historical facts, <u>Reading</u>: identifying the main idea in a paragraph, inferring from the captions and visual clues, <u>Speaking</u>: comparing information (yet and already), talking about housework, asking follow-up questions, talking about the weekend, answering promptly, <u>Writing</u>: an opinion essay</p>	Lecture, Question and Answer, Individual Study, Pair Work
3	<p>UNIT 5) <u>Grammar</u>: comparatives adjectives and adverbs, as...as, superlatives (+ ever + present perfect / quantifiers, too, (not) enough, <u>Vocabulary</u>: types of numbers, describing a town or city, health and the body, <u>Pronunciation</u>: the sound /ə/ /ʌ/, sentence stress, <u>Reading</u>: scanning for information, responding to and assessing information according to a personal opinion, <u>Listening</u>: tuning into an interview using topic-related vocabulary, understanding the main points in a podcast, understanding numbers and quantities, <u>Speaking</u>: responding to ideas in a particle, talking about changes, giving reasons, asking for more information, talking about habits, asking questions and giving reasons, (enough and too, much/many), <u>Writing</u>: describing your town or city, <u>Practical English</u>: taking something back</p> <p>UNIT 6) <u>Grammar</u>: will / won't (predictions), will/won't/shall (other uses), review of verb forms: present, past, and future, <u>Vocabulary</u>: opposite verbs, verb + back, modifiers, <u>Pronunciation</u>: 'll / won't, word stress: two-syllable verbs, the letters ea and ear, <u>Reading</u>: understanding a definition and examples, understanding the events in a story, <u>Listening</u>: taking notes, understanding the events in a story, interpreting from visual clues, using visual clues to understand key topics, <u>Speaking</u>: responding to predictions, asking and answering (verb+back) giving additional information (past, present, future), <u>Writing</u>: social media messages</p>	Lecture, Question and Answer, Individual Study, Pair Work
4	UNIT 7) <u>Grammar</u> : uses of the infinitive with to, uses of the gerund (verb + -ing), have to, don't have to, must, mustn't, <u>Vocabulary</u> : verbs + infinitive: try to, forget to, etc., verbs + gerund, adjectives + prepositions: afraid of, etc., <u>Pronunciation</u> : weak form of to, linking, the sounds /ŋ/, /ŋ/ + /k/, stress on prepositions, <u>Reading</u> : reading	Lecture, Question and Answer, Individual

	on screen, identifying topic sentences, <u>Listening</u> : using visual clues and text to understand advice, understanding official advice and supporting detail, listening to check hypotheses, <u>Speaking</u> : asking and answering fluently, responding to tips, talking about behaviours and preferences, asking follow-up questions, <u>Writing</u> : an article giving tips, <u>Practical English</u> : at the pharmacy UNIT 8) <u>Grammar</u> : should, if + present, + will + infinitive (first conditional), possessive pronouns <u>Vocabulary</u> : get, confusing verbs, adverbs of manner, <u>Pronunciation</u> : the sounds /ɔ/ and /u:/, homophones, reading aloud, <u>Reading</u> : assessing advice, identifying examples of behaviour, understanding a short story, <u>Listening</u> : understanding a problem, assessing advice, tuning into a story using key words and phrases, using visual clues to understand a story, <u>Speaking</u> : assessing advice, asking and answering, exchanging information, and opinions, <u>Writing</u> : a short story	Study, Pair Work
5	UNIT 9) <u>Grammar</u> : if + past, would + infinitive (second conditional), present perfect + for and since, present perfect or past simple, <u>Vocabulary</u> : animals and insects, words related to fear, biographies, <u>Pronunciation</u> : word stress, sentence stress, word stress /ɔ:/, <u>Reading</u> : understanding reasons, social media posts, the order of life events, <u>Listening</u> : using visual clues to rank information, listening for key information, using visual clues to understand biographical information, <u>Speaking</u> : relying factual information, asking follow-up questions, talking about somebody's life, <u>Writing</u> : a biography, <u>Practical English</u> : following directions UNIT 10) <u>Grammar</u> : expressing movement, word order of phrasal verbs, the passive, <u>Vocabulary</u> : sports, expressing movement, phrasal verbs, people from different countries, <u>Pronunciation</u> : word stress, linking, /t/ and /dʒ/ <u>Reading</u> : retelling key events, taking notes for retelling, <u>Listening</u> : categorizing information, identifying reasons, using visual clues to understand specific information, <u>Speaking</u> : talking about sport, giving extra information, retelling from memory, asking questions, exchanging information, <u>Writing</u> : an article MID-TERM EXAMINATION	Lecture, Question and Answer, Individual Study, Pair Work
6	UNIT 11) <u>Grammar</u> : used to, might, so, neither + auxiliaries, <u>Vocabulary</u> : school subjects, word building: noun formation, similarities and differences, <u>Pronunciation</u> : used to / didn't use to, diphthongs, /ə/ and /θ/ <u>Reading</u> : understanding and comparing specific information in short texts, <u>Listening</u> : understanding attitude, identifying the main points in a talk, using visual clues to understand a human-interest story, <u>Speaking</u> : expressing an opinion, giving examples, returning questions, giving an opinion, asking and answering, saying how you are similar and different, <u>Writing</u> : a formal email, <u>Practical English</u> : phoning and leaving a message	Lecture, Question and Answer, Individual Study, Pair Work
7	UNIT 12) <u>Grammar</u> : past perfect, reported speech, questions without auxiliaries, <u>Vocabulary</u> : time expressions, say or tell?, revision of question words, <u>Pronunciation</u> : the letter i, double consonants, /w/ and /h/, <u>Reading</u> : understanding the order of events in a story, identifying text type, understanding the moral of a story, <u>Listening</u> : using visual clues to understand a conversation, understanding topic-based questions, <u>Speaking</u> : retelling a news story, reporting what somebody said, supporting opinions with examples, asking factual questions, <u>Writing</u> : a review	Lecture, Question and Answer, Individual Study, Pair Work
8	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. (2025). English File Pre-intermediate: Student's Book. (5th 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. (2025). English File Pre-intermediate: Online Practice. (5th 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			