

EASTERN MEDITERRANEAN UNIVERSITY
FOREIGN LANGUAGES AND ENGLISH PREPARATORY SCHOOL
FOREIGN LANGUAGES DIVISION

ENGL 171 COURSE DESCRIPTION

CODE	ENGL 171
TITLE	ENGLISH 1
LEVEL	UNDERGRADUATE, A2
TYPE	UNIVERSITY CORE
CREDIT VALUE	3(3.0)
ECTS VALUE	6
PRE-REQUISITES	NONE
DURATION	ONE SEMESTER
CONTACT HOURS	4
OFFERED	1 ST SEMESTER, 1 ST YEAR
COURSE DESCRIPTION	ENGL171 is a first-semester, first-year English language course offered to students studying in a 4-year Turkish Medium program. It is designed to help students improve the level of their English from 29 to 36 on the GSE band and within the A2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills. Contact hours are 4 hours per week.
AIMS & OBJECTIVES	▪ introduce the students to English as a target language ▪ raise awareness and enable students to use everyday English for survival interaction in the target language ▪ introduce listening, speaking, reading and writing skills ▪ enable students to use everyday English for survival interaction in the target language ▪ help students develop a positive attitude towards English as a target language
REQUIREMENTS FOR SUCCESS	▪ being punctual about the assignments and other course activities ▪ actively participating in the discussions and activities ▪ taking the exams ▪ using original course book and material in class ▪ not cheating in the exams
ATTENDANCE	Attendance is compulsory. Students who do not comply with the 70% obligation and do not fulfill any requirements for the evaluation of the course, are given the 'NG' grade.
TEXTBOOK	Maggs, P., & Smith, C. (2019). LANGUAGE HUB Elementary Student's Book. London: Macmillan Education. The book is available in the EMU Bookstore. It is strictly forbidden to copy the book. No photocopies will be allowed in class.
PLAGIARISM	Plagiarism (which also includes any kind of cheating in exams) is a disciplinary offense and will be dealt with accordingly. Students should not download sentences and/or a paragraph from any written text or an online source and/or buy or borrow any work.

MAKE-UP EXAMS	Make-up exams will only be given for sit exams. There is no make-up for other tasks/quizzes. Any student absent from the sit exams should write a petition at the FL Secretary's Office and provide a reasonable written excuse or medical report within three working days following the exam. The make-up of in-class assessment should be discussed and determined within teaching teams with necessary penalties.
METHOD OF ASSESSMENT	Mid Term 25% Final 40 % Recorded Presentation 10% Online Tasks 10% Portfolio 10% Participation 5%
GRADING POLICY & CRITERIA	A (85-100 %) A- (80-84 %) The student has demonstrated the ability to manage all the above outcomes with ease. B+ (75-79 %) B (70-74 %) B- (66-69 %) The student has demonstrated some ability to manage some of the above outcomes, with some difficulties. C+ (63-65 %) C (60-62 %) C- (57-59 %) The student has demonstrated some ability to manage some of the above outcomes, but with a lot of difficulties, further study is required. D+ (54-56 %) D (50-53 %) The student has demonstrated some ability to succeed at an A1 level, but only at a minimum level; much of the work completed is more typical of lower A1 level in the framework, and the student will need to study for a considerable period yet to meet A1 outcomes. D- (45-49 %) The student has demonstrated only very periodic evidence of the ability to succeed or has made very little effort to complete the course work. F (44 and less) The student has not demonstrated the ability to succeed at this level, and has not succeeded in achieving the outcomes required at this level. NG Insufficient body of work / attendance to enable a grade. I Incomplete

LEARNING OUTCOMES

LEARNING STRATEGIES ▪ Use dictionaries ▪ Use outside resources ▪ Be aware of your learning style ▪ Use suitable learning techniques (e.g., keeping a vocabulary notebook, watching films, ...) ▪ Identify their strengths and weaknesses as language learners ▪ Seek advice and explore opportunities to improve ▪ Brainstorm before presenting ideas ▪ Use a simple word meaning when you can't remember the correct word	LIFE SKILLS ▪ Understand and play the role of a leader and follower alternatively ▪ Find ideas and look for alternatives ▪ Contribute to the planning and coordination of group work ▪ Find and manage relevant information from various sources ▪ Practice ethical attitudes (e.g., avoiding cheating, coming to class on time, ...) besides having responsibilities towards society ▪ Solve problems in creative ways ▪ Organise and complete work in a timely manner ▪ Develop positive attitudes towards learning and working with others ▪ Recognise and respect other's attitudes, behaviour and beliefs
WRITTEN PRODUCTION ▪ Make notes from written texts ▪ Make an outline to organize ideas ▪ Use notes taken from written texts ▪ Draft work ▪ Edit and rewrite work ▪ Deliver idea(s) clearly, effectively and with confidence in writing	SPOKEN INTERACTION & PRODUCTION ▪ Ask for clarification or elaboration ▪ Practice active listening and responding skills ▪ Maintain interaction with eye-contact and body language ▪ Deliver idea(s) clearly, effectively and with confidence orally
READING ▪ Read for gist ▪ Read for specific information (scan) ▪ Read for detail ▪ Read for general ideas (skim) ▪ Guess the meaning of unknown word(s) from the context	LISTENING ▪ Listen for specific information ▪ Listen for detail ▪ Listen for key words ▪ Listen for the main idea ▪ Listen for gist ▪
TEXT LENGTH	Spoken Interaction: approx. 2 min. Writing: sentence level (approx. 40-50 words) Listening: approx. 2 mins Reading: approx. 100 words

PRIMARY OBJECTIVES	SUB OBJECTIVES	TOPIC AREAS
Speaking ✦ introduce self and other people. ✦ ask and answer questions about people's home countries and nationalities. ✦ ask and answer questions about everyday items. ✦ talk about my family. ✦ describe someone's appearance and personality in simple terms. ✦ talk about daily routines. ✦ discuss daily habits and activities in simple terms. ✦ describe what people do on a special day such as a festival or celebration. ✦ make and respond to simple requests. ✦ make and respond to suggestions about what to do or where to go. ✦ ask and answer questions about jobs. ✦ give a simple prepared description of a course of study ✦ ask to speak to a person on the phone. ✦ leave a message asking someone to call back. ✦ ask and answer questions about places. ✦ ask and answer questions about a neighborhood and its amenities. ✦ ask for and give simple directions to get from A to B. Reading ✦ identify key information in short, simple factual texts from the headings and pictures. ✦ identify basic personal details about someone on website profiles, business cards etc. ✦ understand familiar phrases in a simple text. ✦ understand basic factual statements relating to pictures or simple texts. ✦ extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). ✦ understand simple descriptions of people's physical appearance. ✦ understand simple phrases related to familiar, everyday activities. ✦ understand short, simple texts about everyday activities.	✦ use greeting phrases ✦ ask for the spelling of a word ✦ spell a word ✦ ask/answer for more details using wh-questions about a person ✦ use the verb 'be' in the present (+, -,) ✦ be – Present Simple questions ✦ ask and answer yes / no questions ✦ name common objects ✦ identify singular and plural nouns ✦ use the article a/an ✦ use 'this is / these are/ that is / those are' use as determiners relating to people or objects ✦ use capital letters and punctuation ✦ complete a form with personal information ✦ use possessive adjectives and apostrophes ✦ use s' to express possession with plural nouns ✦ use have/has got ✦ use personal adjectives ✦ use an adjective as a subject complement after a linking verb ✦ place adjectives in the correct position (before nouns) ✦ making and responding to requests ✦ adding extra information ✦ talking about advantages and disadvantages of growing in a big family ✦ use present simple (+) ✦ use preposition of time ✦ use have to /don't have to ✦ form questions with 'How often' in the present tense ✦ use a range of common adverbs of frequency ✦ use adverbs of frequency and manner in the correct position ✦ use the correct preposition with various common time expressions ✦ Use present simple (-) ✦ use 'How/What about...' and 'Let's ...' for suggestions and invitations ✦ give a short description of their family, a family member, best friend, famous people ✦ Present Simple – yes/no questions• ✦ use time expressions ✦ have to/don't have to ✦ use question words ✦ use there is/there are ✦ use imperatives ✦ use adjectives to describe the appearance of things	✦ People ✦ Countries and Nationalities ✦ Places ✦ Everyday items ✦ Family and Friends ✦ Appearance and Personality ✦ Celebrations ✦ Daily Activities ✦ Work, Jobs, and Education ✦ Time ✦ Neighborhood ✦ Rooms and Furniture ✦ Houses and Buildings

✦ understand short, simple messages on postcards, emails and social networks. ✦ get the gist of short, simple narratives, with visual support. ✦ identify basic biographical information in short simple texts about other people. ✦ read a simple text and extract factual details. ✦ follow a basic sequence of events in a simple text on a familiar topic. Writing ✦ fill in a form with personal details. ✦ write basic personal details for a website profile, business card, etc. ✦ ask for personal details in written form in a limited way. ✦ write a few basic sentences to introduce someone and give basic personal information about them. ✦ write a simple informal email to a friend, giving and asking for personal news. ✦ write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. ✦ write short, basic descriptions of everyday activities, given a model. ✦ write a blog post about a typical day. ✦ write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family), given a model. ✦ write a simple description of a room, house, flat or a place. ✦ write very short, basic directions. ✦ use very basic connectors like 'and', 'but', 'so' and 'then'. ✦ write simple sentences about what they or other people can or can't do Listening ✦ recognise phrases and content words related to basic personal and family information. ✦ recognise phrases and content words related to familiar topics (e.g. shopping, local geography) ✦ recognise simple, fixed expressions used in small talk. ✦ follow short, simple social exchanges. ✦ identify objects, places or people from short spoken descriptions.	✦ use can / can't to refer to ability in the present ✦ use a range of prepositions of place	
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| <ul style="list-style-type: none">✦ identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.✦ extract key factual information such as prices, times and dates from short clear, simple announcements.✦ understand excuses if expressed in simple language.✦ identify key words and phrases in descriptions of someone's appearance.✦ identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.✦ understand key information about arrangements in simple dialogues spoken slowly and clearly.✦ understand information related to people's daily routines.✦ understand simple, everyday conversations if conducted slowly and clearly.✦ understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.✦ identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.✦ understand the main information in simple conversations about hobbies and interests✦ extract key factual information such as prices, times and dates from a recorded phone message.✦ understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.✦ recognise some fixed expressions used to confirm information.✦ understand who a phone call is intended for.✦ identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.✦ understand what people say they can or can't do from simple sentences spoken slowly and clearly. | | |
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LEXIS

Mid-Semester (pre-midterm)		
Countries & Nationalities Brazil the UK British Chile China Colombia Columbian Dutch Egypt Finland Finnish France Greece Greek India Italy Japan Mexico Poland Polish Portugal Russia Russian South Korea South Korean Spain Sudan Sudanese Sweden Swedish Swiss Switzerland Thailand the Netherlands the USA Turkey Vietnam Vietnamese Everyday items bag magazine bottle of water mobile phone credit card tissue headphones umbrella key wallet laptop watch	Big numbers one hundred one thousand one hundred thousand ten thousand one million Family aunt grandmother brother grandparent children mother cousin parent father sister daughter son granddaughter uncle grandfather wife Describing appearance bald light skin beard long blonde hair long hair blue eyes moustache brown eyes short curly hair short hair glasses slim grey hair straight hair large tall	Everyday activities get to work have coffee with friends get up have lunch go for a run leave somewhere go to bed listen to music go to the cinema read a book have a shower watch TV have breakfast Prepositions of time at in on Big celebrations firework present special food party decoration traditional clothes parade Personality adjectives friendly quiet funny sad happy serious messy tidy noisy unfriendly

End-of-Semester (post-midterm)

Work and jobs

dentist
nurse
designer
pilot
doctor
police officer
employee
shop assistant
engineer
spend time on your computer
go to meetings
teacher
hairdresser
travel for your job
journalist
wear a uniform
mechanic
work from home
meet new people
work in an office

Time expressions

early in the morning
midday
late in the afternoon
nine to five
midnight

Education collocations

do a course
study a subject
get a degree
take a lot of exams
get a qualification
train to be something
go to university

Rooms and furniture

armchair
cooker
plant
bath
cupboard
shower
bathroom
dining room
sink
bed
fridge
sofa
bedroom
kitchen
table
chair
lamp
toilet
coffee machine
living room
washing machine

Prepositions of place

behind
next to
between
on
in
opposite
near
under

Places in a town or city

café
park
cinema
restaurant
gym
shops
hospital
supermarket
library
theatre
market
underground station
museum

Adjectives to describe the appearance of things

amazing
old
beautiful
small
big
strange
boring
tall
interesting
terrible
modern
ugly