

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

ENGL 172 COURSE DESCRIPTION

CODE	ENGL 172
TITLE	ENGLISH 1
LEVEL	UNDERGRADUATE, A2+
TYPE	UNIVERSITY CORE
CREDIT VALUE	3(3.0)
ECTS VALUE	4
PRE-REQUISITES	ENGL171
DURATION	ONE SEMESTER
CONTACT HOURS	4
OFFERED	2 nd SEMESTER, 1 ST YEAR
COURSE DESCRIPTION	ENGL172 is a second semester, first year English language course offered to all students studying in a 4 year Turkish Medium Program. It is designed to help students improve the level of their English from 36-43 on the GSE band and within the A2+ 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 in academic settings.
AIMS & OBJECTIVES	▪ introducing the students to English as a target language ▪ raising awareness and enable students to use everyday English for survival interaction in the target language ▪ introducing listening, speaking, reading and writing skills ▪ enabling students to use everyday English for survival interaction in target language ▪ helping 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	Peter Maggs, Catherine Smith. (2019). LANGUAGE HUB Elementary. Oxford: 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 offence and will be dealt with accordingly. Students should not download sentences and/or paragraph from any written text an online source and/or buy or borrow any work.
MAKE-UP EXAMS	Make-up exams will be only given for sit exams. There is no make-up for other tasks/quizzes. Any student absent from sit exams should make 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 35 % Speaking Quiz 15% 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. (Very clear high A1 performance on the European Common Language Reference Framework) 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 at an A1 level; 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 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 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. 2-3 min. Writing: paragraph level (approx. 50-60 words) Listening: approx. 2 mins Reading: approx. 200 words

PRIMARY OBJECTIVES	SUB OBJECTIVES	TOPIC AREAS
READING: ✦ Make basic inferences from simple information in a short text. ✦ Understand a simple text about a past event. ✦ Identify specific information in a simple factual text. ✦ Understand short, simple narratives and biographies. ✦ Follow a basic sequence of events in a simple text on a familiar topic. ✦ Identify specific information in simple letters, brochures and short articles. ✦ Identify specific information in a simple factual text. ✦ Identify specific information in simple letters, brochures and short articles. ✦ Understand basic opinions expressed in simple language in short texts. ✦ Understand simple details in simple informational texts (blogs, websites, catalogues, etc.). ✦ Derive the probable meaning of simple, unknown words from short, familiar contexts. ✦ Understand the main points of a short, informal interview on a familiar topic. SPEAKING: ✦ Answer simple questions and respond to simple statements in an interview. ✦ Explain what they like or dislike about something. ✦ Identify activities occurring in the past in short, simple dialogues. ✦ Ask and answer questions about past times and past activities.	READING: ✦ Use like, love, don't like and dislike ✦ Use past simple regular\irregular verbs ✦ Use could ✦ Use past simple negatives ✦ Use container words ✦ Use a\an\the\no article ✦ Use verbs for food preparation ✦ Use present simple vs present continuous ✦ Use object pronouns SPEAKING: ✦ Talk about an event in the past using fixed expressions, given a model. ✦ Talk about past events or experiences, using simple language. ✦ Use words for transport ✦ Use travel phrases ✦ Describe very basic events in the past using simple linking words (e.g. 'then', 'next'). ✦ Identify countable and uncountable nouns ✦ Use vocabulary for food and drink ✦ Use some\any\a\an ✦ Use countable and uncountable nouns ✦ Use much\many\a lot of ✦ Order a meal ✦ Use vocabulary for clothes ✦ Describe pictures and say what people are wearing and doing	✦ Entertainment ✦ Past entertainment ✦ Life events ✦ Likes \dislikes ✦ Travel and Transportation ✦ Transport in the city ✦ Journey ✦ Holidays ✦ Food and drink ✦ Ingredients and recipes. ✦ Shopping ✦ Clothes ✦ Outdoor places ✦ Seasons and weather

✦ Ask someone simple questions about their life and experiences. ✦ Ask for and express opinions on familiar topics ✦ Ask and answer questions about transport facilities. ✦ Make a hotel, restaurant, or transportation reservation on the phone. ✦ Make basic inferences in simple conversations on familiar everyday topics. ✦ Make simple, direct comparisons between two people or things using common adjectives. ✦ Ask and answer questions about habits and routines. ✦ Describe how to prepare simple dishes ✦ Read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). ✦ Identify specific events from short spoken descriptions. ✦ Give an extended description of everyday topics (e.g. people, places, experiences). ✦ Answer simple questions and respond to simple statements in an interview. ✦ Give a simple description of how to carry out an everyday process (e.g. a recipe). ✦ Make and accept offers ✦ Make simple, direct comparisons between two people or things using common adjectives ✦ Initiate, maintain and close simple, restricted face-to-face conversations. LISTENING: ✦ Understand the main points of a short, informal interview on a familiar topic.	✦ Ask and answer questions about people's shopping habits. ✦ Handle straightforward transactions to buy clothes ✦ Use comparative adjectives to compare two landscape features or films. ✦ Use superlative adjectives using the prompts. LISTENING: ✦ Use was\were ✦ Use past simple questions ✦ Use verb phrases ✦ Use the phrases in functional language. ✦ Use present continuous ✦ Listen for key words to complete WRITING: ✦ Use narrative sequencers ✦ Use so, because ✦ Use pronoun referencing in writing ✦ Write a short social media post to update status	
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- ✦ Get the gist of short, simple stories if told slowly and clearly.
- ✦ Identify key details in a simple recorded dialogue or narrative.
- ✦ Understand the key details of hotel, restaurant, and transport reservations.

WRITING:

- ✦ Write a short description of a trip or event.
- ✦ Write a short article about a travel experience.
- ✦ Write a description of a simple everyday process (e.g. a recipe).
- ✦ Write a simple restaurant review.
- ✦ Write short, basic descriptions of places, people or things.
- ✦ Make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.

<u>Entertainment</u> Cinema Comedy show Concert	Exhibition Festival Theatre	<u>Life events</u> be born become something get married go to school/university have children	move house move to a different city start work study something	<u>Containers</u> Packet Tin Carton Box Pot Bottle Bag Jar	<u>Verbs for food preparation</u> fry crack heat add beat peel chop serve grate put mix
<u>Past time expressions</u> ago in	last yesterday	<u>Transport</u> bicycle boat bus car cruise ship underground traffic jam double decker taxi driver	ferry motorbike plane taxi train tram city centre bus\train station travel around	<u>Food and drink</u> apple butter cake cheese chicken crisp tomato	egg lettuce mushroom pasta potato prawn rice tea
<u>Narrative sequences</u> First To start with Then	After that Finally In the end	<u>Linkers</u> So Because			
<u>Travel phrases</u> arrive somewhere leave somewhere miss your flight catch a flight book at table\room\hotel	return somewhere take a form of transport	<u>Verb phrases</u> eat food get lost go shopping have a good time swim in the sea	visit museums book\reserve a table lose your camera meet people read a book take picture		

END OF SEMESTER (post-midterm)

<u>Clothes</u> Boot Cap Coat Dress Earrings Gloves Hat Headscarf Jeans Jumper Scarf	Shirt Shoe Shorts Skirt Sock Sunglasses Tie Trainer Trousers T-shirt
<u>Present time expressions</u> At the moment Currently Now These days Today	Right now Sometimes Often Usually

<u>Shops and services</u> Bakery Bank Bookshop Butcher's Department store	Dentist's Hairdresser's Library Market Newsagent's Pharmacy Supermarket
<u>Land features</u> Beach Desert Forest Hill Island Jungle Lake Mountain	Woods Cliffs Waterfalls Valley Ocean River Sea

<u>Seasons and weather</u> Autumn Cloudy Cold Foggy Hot Raining Snowing Spring Summer Sunny Windy Winter <u>Phrasal verb</u> Find out Give up Look for Put on Set off Take off
