



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

ENGL 171 COURSE DESCRIPTION¹

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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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

¹ 15.05.2023 S.Ö

	<p>Book. London: Macmillan Education.</p> <p>The book is available in the EMU Bookstore. It is strictly forbidden to copy the book. No photocopies will be allowed in class.</p>
PLAGIARISM	<p>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.</p>
MAKE-UP EXAMS	<p>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.</p> <p>The make-up of in-class assessment should be discussed and determined within teaching teams with necessary penalties.</p>
METHOD OF ASSESSMENT	<p>Mid Term 20%</p> <p>Final 35 %</p> <p>Recorded Presentation 10%</p> <p>Listening Quiz 15%</p> <p>Online Tasks 10%</p> <p>Portfolio 5%</p> <p>Participation 5%</p>
GRADING POLICY & CRITERIA	<p>A (85-100 %) A- (80-84 %) The student has demonstrated the ability to manage all the above outcomes with ease.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>NG Insufficient body of work / attendance to enable a grade.</p> <p>I Incomplete</p>

LEARNING OUTCOMES

<p>LEARNING STRATEGIES</p> <ul style="list-style-type: none"> ▪ 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 	<p>LIFE SKILLS</p> <ul style="list-style-type: none"> ▪ 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
<p>WRITTEN PRODUCTION</p> <ul style="list-style-type: none"> ▪ Fill in a form with personal details. ▪ Write a simple informal email to a friend, giving and asking for personal news. ▪ Write a blog post about a typical day. ▪ Write an email to ask for information about a product or service. ▪ Write a straightforward description of a place. ▪ Make notes from oral / written texts ▪ Use notes taken from oral / written texts ▪ Draft work ▪ Edit and rewrite work 	<p>SPOKEN INTERACTION & PRODUCTION</p> <ul style="list-style-type: none"> ▪ Ask and answer questions about people's home, countries, nationalities, jobs, places, everyday items, neighbourhoods and its amenities ▪ Introduce self and other people. ▪ Make and respond to simple requests, to suggestions about what to do or where to go. ▪ Discuss daily habits and activities in simple terms. ▪ Ask to speak to a person on the phone and leave a message asking someone to call back. ▪ Talk about family. ▪ Describe someone's appearance and personality in simple terms. ▪ Describe what people do on a special day such as a festival or celebration. ▪ Describe an ideal job, a home, or an important building and say what you like about it. ▪ Give a simple prepared description of a course of study. ▪ Ask for and give simple directions to get from A to B.
<p>READING</p> <ul style="list-style-type: none"> ▪ Read for gist ▪ Read for detail ▪ Read for organisation ▪ Read for specific information ▪ Read for organisation 	<p>LISTENING</p> <ul style="list-style-type: none"> ▪ Listen for gist ▪ Listen for detail ▪ Listen for keywords ▪ Predicting
<p>TEXT LENGTH</p>	<p>Spoken Interaction: approx. 2 min.</p>

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

- 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

- 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

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.
- 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.

- 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
- use can / can't to refer to ability in the present
- use a range of prepositions of place

- 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.
- 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.

LEXIS

Mid-Semester (pre-midterm)

Family	
aunt	grandmother
brother	grandparent
children	mother
cousin	parent
father	sister
daughter	son
granddaughter	uncle
grandfather	wife

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	

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

Big numbers	
one hundred	one thousand
one hundred thousand	ten thousand
one million	

Prepositions of time	
at	
in	
on	

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	South Korean

Personality adjectives	
friendly	quiet
funny	sad
happy	serious
messy	tidy
noisy	unfriendly

Big celebrations	
decoration	present
firework	special food
parade	traditional clothes
party	

Korea	
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

End-of-Semester (post-midterm)

<table border="1"> <tr><td>Work and jobs</td><td></td></tr> <tr><td>dentist</td><td>nurse</td></tr> <tr><td>designer</td><td>pilot</td></tr> <tr><td>doctor</td><td>police officer</td></tr> <tr><td>employee</td><td>shop assistant</td></tr> <tr><td>engineer</td><td>spend time on your computer</td></tr> <tr><td>go to meetings</td><td>teacher</td></tr> <tr><td>hairdresser</td><td>travel for your job</td></tr> <tr><td>journalist</td><td>wear a uniform</td></tr> <tr><td>mechanic</td><td>work from home</td></tr> </table>	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	<table border="1"> <tr><td>Rooms and furniture</td><td></td><td></td></tr> <tr><td>armchair</td><td>cooker</td><td>plant</td></tr> <tr><td>bath</td><td>cupboard</td><td>shower</td></tr> <tr><td>bathroom</td><td>dining room</td><td>sink</td></tr> <tr><td>bed</td><td>fridge</td><td>sofa</td></tr> <tr><td>bedroom</td><td>kitchen</td><td>table</td></tr> <tr><td>chair</td><td>lamp</td><td>toilet</td></tr> <tr><td>coffee machine</td><td>living room</td><td>washing machine</td></tr> </table>	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	<table border="1"> <tr><td>Adjectives to describe the appearance of things</td><td></td></tr> <tr><td>amazing</td><td>old</td></tr> <tr><td>beautiful</td><td>small</td></tr> <tr><td>big</td><td>strange</td></tr> <tr><td>boring</td><td>tall</td></tr> <tr><td>interesting</td><td>terrible</td></tr> <tr><td>modern</td><td>ugly</td></tr> </table>	Adjectives to describe the appearance of things		amazing	old	beautiful	small	big	strange	boring	tall	interesting	terrible	modern	ugly
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meet new people	work in an office
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Time expressions	
early in the morning	midnight
late in the afternoon	nine to five
midday	

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	

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	