

General English Track (GET) Achievement Scale and Course Descriptions

Weekly Hours: 9 hours No. of weeks: 15 per semester Contact Hours: 135 per semester	Target CEFR Level: A1 to A2 Duration: Two semesters
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Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIA 110	A1	<p>This course is the first in a 2-course series of General English proficiency courses offered to Arts-track students. It is a course aimed at building on and developing students' language proficiency to enable them to reach the A1 level on the Common European Framework of Reference for Languages (CEFR).</p>	<p>Understand the meaning and usage of a limited range of grammar at the CEFR A1 level, including the verb 'to be' present and past tenses, pronouns and possessive adjectives, <i>there is/there are</i>, <i>this/these</i>, singular and plural nouns, present and past simple positive, negative and question forms of regular and irregular verbs, can/can't, present progressive, past time expressions and frequency adverbs.</p> <p>Demonstrate the use of a limited range of vocabulary at the CEFR A1 level, including vocabulary for numbers, the time, days and dates, family, jobs, places, food and drink, countries and nationalities, common objects, clothes, colours, past time, future time and place expressions, transport and life events.</p> <p>Establish meaning and main ideas in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning (CRIT)</p> <p>Show understanding of instructions given carefully and slowly by following short, simple directions</p> <p>Analyze very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases and rereading as required</p> <p>Differentiate main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support (CRIT)</p> <p>Express information about oneself, what one does and where one lives (COMM)</p> <p>Express oneself in simple conversation by asking simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics (COMM)</p> <p>Perform turn-taking in conversation posing and responding to questions about themselves and other people, where they live, people they know, and things they have (COMM, COLL)</p> <p>Create simple phrases and sentences at the CEFR A1 level about themselves and imaginary people, places, where they live what they do, present and past events and actions (CREA)</p>

Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIA 120	A2	This course is the second in a 2-course series of General English proficiency courses offered to Arts-track students. It is a course aimed at strengthening on and further developing students' language proficiency to enable them to reach the A2 level on the Common European Framework of Reference for Languages (CEFR).	<p>Understand and use a range of grammar at the A2 CEFR level, including subject/object pronouns, present simple, present progressive and past simple tenses, negative sentences, question formation, countable and uncountable nouns, <i>there is/are</i>, <i>has/have got</i>, and comparatives and superlatives.</p> <p>Demonstrate the use of vocabulary at the A2 CEFR level, including vocabulary to describe oneself and other people, interests, preferences, leisure activities, routines, natural and man-made places, homes and furniture, food and beverages, jobs, study subjects, appearance and personal traits, travel and transport</p> <p>Apply understanding of phrases and expressions related to areas of most immediate priority enough, to be able to meet the needs of a concrete everyday type, provided speech is clearly and slowly articulated. (CRIT)</p> <p>Establish the general topic of discussion around him/her, when it is conducted slowly and clearly. (CRIT)</p> <p>Establish essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (CRIT)</p> <p>Analyze short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language</p> <p>Discover specific, predictable information in simple everyday written material such as advertisements, prospectuses, menus, reference lists, timetables, letters, brochures and short newspaper articles describing events (COLL)</p> <p>Express information about his/her family, living conditions, studies/work, people, places and possessions. (COMM)</p> <p>Express oneself in short conversations in routine contexts on topics of interest and say what he/she likes (COMM)</p> <p>Perform simple and routine tasks using simple phrases, to ask for and provide things, to get simple information and to discuss what to do next. (COLL)</p> <p>Perform turn-taking in conversation by asking and answering questions about himself/herself, habits and routines, and past activities. (COLL)</p> <p>Deliver in writing very short, basic descriptions of their family, routines, interests, leisure activities, living conditions, studies, work, events, past activities and personal experiences (CREA)</p>