

English for Geosciences Track (EGST)

Weekly Hours: 9 hours

No. of weeks: 15 per semester

Contact Hours: 135 per semester

Target CEFR Level: A1 to A2

Duration: Two semesters

Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIG 110	A1	This is the first course in the 2-course series of English proficiency courses targeting students in undergraduate programs in the faculties of Meteorology, earth sciences, and Marine Science at KAU. Thus, it aims to get students to approximately the halfway point of program learning objectives, by developing their proficiency to approximately A1 proficiency level on the CEFR scale. It does so through simultaneous strengthening of all four skills (plus	<ul style="list-style-type: none"> - understand a basic repertoire of isolated words and phrases and collocations related to people, lifestyle, places and jobs - demonstrate limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the “be” verb, present simple statements and questions, imperatives, comparative adjectives, have/has to, should, past simple regular and irregular verbs, and short answers to yes/no questions - show understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning - differentiate between main ideas and details including opinions and reasons on topics such as people, lifestyle, places and jobs (CRIT) - contrast main ideas and details in short simple texts about people, lifestyle, places and jobs, especially if there is visual support (CRIT) - practice techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts (CRIT) - draw idea maps (CRIT) - analyze surveys, maps, and directions, pie charts (CRIT, COLL) - organize, synthesize and evaluate ideas (CRIT) - compare data collected in a survey (COMM, COLL, CRIT) - perform appropriate turn-taking in conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions (COMM, COLL) - express oneself an interview answering simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details and topics related to the course (COMM)

		grammar and vocabulary)	<ul style="list-style-type: none"> - create a presentation about topics such as people, lifestyle, places and jobs, and/or the results of a survey using a prepared statement or notes (CREA) - build 7-10 sentences using appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures (CREA) - create short descriptive, comparative, explanatory paragraph about people, lifestyle, places and jobs using appropriate paragraph structures such as titles, topic sentences, supporting sentences and concluding sentences. (CREA) - adopt the use of very basic linear connectors such as “and”, “but”, and “then” correctly to link words or groups of words, in both simple and compound sentences, in both the affirmative and the negative (COMM) - adopt basic punctuation such as full-stops, commas and capital letters correctly (COMM)
Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIG 120	A2	This is the second course in the 2-course series of English proficiency courses targeting the foundation year students in undergraduate programs in the faculties of Meteorology, earth sciences, and Marine Science at KAU. Thus, it aims to enable students to successfully achieve program learning objectives detailed below, by building on the language skills developed in ELIG 110, further developing their proficiency to an A2	<ul style="list-style-type: none"> - Describe places, festivals & celebrations, internet & technology, and weather/climate with high frequency vocabulary - Understand A2 CEFR grammatical structures including comparatives/superlatives, gerunds and infinitives, future forms, zero and 1st conditionals, prepositions of time and place, adverbs of frequency & degree, past-continuous tense, countable/uncountable nouns, modals of necessity, articles, quantifiers and that-clauses in complex sentences appropriately and accurately, with some errors. - show understanding of phrases and expressions related to places, festivals & celebrations, internet & technology, and weather/climate (COMM) - analyze and synthesize essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on places, festivals & celebrations, internet & technology, and weather/climate (CRIT) - differentiate main ideas and details such as facts, opinions, examples, reasons, biases, and speaker-attitude in level-appropriate listening passages on topics related to places, festivals & celebrations, internet & technology, and weather/climate (CRIT) - apply scanning and other strategies to locate specific information in simple written material on topics related to places, festivals & celebrations, internet & technology, and weather/climate (CRIT) - compare main ideas and details in written material on topics related to the course (CRIT, COLL) - establish meaning from context, discover inferences, audience, author’s purpose and/or text type and synthesize information from the reading (CRIT, COLL) - analyze ideas, examples, tables, and graphs (CRIT) - evaluate the relevance/importance of information for a presentation (CRIT)

		<p>proficiency level on the CEFR scale. It does so through simultaneous strengthening of all four skills (plus grammar and vocabulary)</p>	<ul style="list-style-type: none"> - organize information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts (CRIT) - formulate the advantages and disadvantages of ideas possible courses of action, and/or possible solutions to problems (CRIT) - perform at an appropriate level in short conversations and group discussions on topics related to places, festivals & celebrations, internet & technology, and weather/climate, presenting his/her opinion, reasons, emphasizing his/her point, and asking and giving clarification on a certain point. (COMM, COLL) - support his/her choice, given several available options/ways of doing something, by making suggestions, agreeing or disagreeing with his/her interlocutor, and talking about the pros and cons of the various different options. (COMM, COLL, CRIT) - deliver a short, basic presentation about places, festivals & celebrations, internet & technology, and weather/climate, and/or the results of a survey in a logically organized manner, using appropriate linking word and signposting and including personal opinions, advantages and disadvantages, and/or information about cause and effect as relevant to the topic. (COMM, COLL, CRIT, CREA) - create well-organized paragraphs describing events and situations in the past, present and future about a variety of topics, structuring ideas in paragraphs with topic sentences, supporting sentences and concluding sentences, and with clear organization, and giving appropriate reasons and examples. (CREA, CRIT, COMM) - adopt appropriate grammatical structures and vocabulary to write about events and situations in different time frames (past, present and future) (CRIT, COMM) - build a variety of sentence structures through the use of adjective clauses in subject and object positions as well as the use of modals (CRIT, CREA) - adopt the use of “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. (COMM)
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