

ENGL 010 (CEFR A2 - B1+)

Course Description

ENGL010 is a foundational English language course aligned with the B1 level of the Common European Framework of Reference for Languages (CEFR) and designed to prepare students for progression to ENGL020. Its primary objective is to raise students' language competencies to this level in their speaking, writing, reading and listening skills. Students work with general and accessible academic texts, progress from structured paragraphs to short essays, and develop confidence in spoken communication. The course emphasizes clarity of expression, appropriate language use and the effective use of feedback to improve performance. Core learning resources include *Life Pre-Intermediate* and *Life Intermediate* (2nd editions), *Reading Explorer 2* and *Reading Explorer 3* (3rd editions), and supplementary materials developed within the program.

Learning Outcomes – Listening

By the end of this course, students will be able to:

- Identify main ideas and relevant supporting details in clearly articulated conversations, interviews and short talks on familiar social and academic topics.
- Interpret speakers' communicative purposes and explicitly stated opinions, and draw straightforward inferences from contextual cues.
- Extract specific information from spoken texts and record key points in concise notes.

Learning Outcomes – Reading

By the end of this course, students will be able to:

- Apply skimming and scanning strategies to identify main ideas and locate relevant information in short informational and introductory academic texts.

- Determine whether information is stated, implied or unsupported, using evidence from the text.
- Resolve reference relationships and infer the meaning of unfamiliar vocabulary from contextual clues.
- Recognize common organizational patterns and interpret relationships between ideas within and across paragraphs.

Learning Outcomes – Writing

By the end of this course, students will be able to:

- Produce coherent paragraphs and short essays organized around a clear main idea, with relevant supporting details and logical progression.
- Select appropriate present, past and future forms to describe familiar subjects, recount experiences and communicate plans and intentions.
- Present and support opinions with relevant reasons and examples, using cohesive devices and register appropriate to the task.
- Revise written work in response to feedback, improving task fulfilment, organization, grammatical accuracy, vocabulary, spelling and punctuation.

The assessed writing sequence comprises a present-tense descriptive paragraph, a personal narrative or response about future plans, a personal-opinion response, and a short persuasive essay.

Learning Outcomes – Vocabulary

By the end of this course, students will be able to:

- Interpret and use high-frequency vocabulary appropriate to familiar social and introductory academic contexts.
- Apply knowledge of word families and common collocations to select vocabulary appropriate to meaning and grammatical context.

Vocabulary instruction targets approximately 1,200 new items at CEFR B1.

Learning Outcomes – Speaking

By the end of this course, students will be able to:

- Sustain short conversations and contribute to classroom discussions by asking and answering questions, developing responses and expressing views with limited support.
- Describe and compare pictures, justify preferences with simple reasons, and respond appropriately to follow-up questions.
- Deliver brief prepared presentations and connected spoken responses with sufficient fluency, grammatical control and intelligible pronunciation to convey meaning.

Learning Outcomes – Grammar

By the end of this course, students will be able to:

- Apply core grammatical structures, including tenses, modals, comparatives and basic complex sentences, with sufficient accuracy to communicate meaning in speech and writing.
- Identify and correct common grammatical errors in sentence-level tasks.

Error-correction tasks introduce the error-recognition skills used in subsequent TOEFL ITP preparation.

Independent Learning and Collaboration

- Manage learning tasks responsibly by meeting deadlines, applying feedback and upholding academic integrity.
- Contribute constructively to pair and group activities through respectful communication and shared responsibility.