



HUMBER

# WE ARE EAP STUDENTS

1 2 3 4 5 6 7 8

## ENGLISH FOR ACADEMIC PURPOSES (EAP) DESCRIPTORS AND PROGRESS TRACKING

Humber's English for Academic Purposes (EAP) program provides you with the practical English language skills to ensure you succeed in your future academic and professional goals.





Our descriptor and progress checklist is designed as a guide and reference to help you reflect on your language learning as you study in Humber's EAP program.

### How can I use this checklist?

- Use it when you are doing your homework to help you meet the assignment objectives.
- Use it to think about what areas you need to learn in your current and future levels.
- Use it to look back on previous learning so you can think about what you still need to practice.
- Look at it at the start of a course and again in the middle and the end. Check off what you feel you know during the course.
- Compare this with your friends, ask them to mark off what they think you know.







(PLEASE CHECK ONE) →

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# LEVEL 1





(PLEASE CHECK ONE) →

	ALWAYS 	SOMETIMES 	NOT YET 	
 <b>WRITING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write about myself and where I live, using short, simple phrases.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write simple sentences about myself (e.g. where I live and what I do).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a questionnaire and basic information forms with my personal details.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a personal greeting to my teachers, classmates and friends.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a simple e-mail message to a classmate, friend or family member.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a simple appointment request to a teacher.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a registration or application form well enough to give the most important information about myself (e.g. name, surname, date of birth, nationality).
 <b>QUALITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use basic, polite greetings, farewells and introductions (e.g. "please", "thank you", "sorry", etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can speak in very short phrases and isolated words.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can memorize short phrases for specific purposes with reasonable accuracy.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can join simple phrases using words like "and" or "then".
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can communicate very basic information about myself and my family in a simple way.
 <b>STRATEGY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can establish contact with people using simple words, phrases and gestures.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can show that when I do not understand.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask somebody to repeat what they said.

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 <b>SPOKEN PRODUCTION</b>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can introduce myself, say my name, where I come from and what I do.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can describe what I can or can't do and what other people can or can't do.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can describe my family members, their ages and what they do.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can describe where I live.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can describe what I like and don't like (e.g. with regards to sports, music, school, colours).</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can use simple words to describe something (e.g. for example its size, shape or colour).</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can introduce myself, say my name, where I come from and what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe what I can or can't do and what other people can or can't do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my family members, their ages and what they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe what I like and don't like (e.g. with regards to sports, music, school, colours).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use simple words to describe something (e.g. for example its size, shape or colour).								
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# LEVEL 2


(PLEASE CHECK ONE) →



 <p>WRITING</p>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can complete a questionnaire with my personal details.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write a simple message (e.g. where I am, the weather and my feelings about my holiday).</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write about myself using simple language (e.g. information about my family, school, job, hobbies, etc.).</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write about things and people I know using simple language (e.g. descriptions of friends, what happened during the day).</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can complete a questionnaire with information about my educational background, job, interests and skills.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write a simple message (e.g. to make or change an invitation or an appointment).</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write a short message to friends to give them personal news or to ask them a question (e.g. a text or postcard).</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a questionnaire with my personal details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a simple message (e.g. where I am, the weather and my feelings about my holiday).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write about myself using simple language (e.g. information about my family, school, job, hobbies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write about things and people I know using simple language (e.g. descriptions of friends, what happened during the day).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a questionnaire with information about my educational background, job, interests and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a simple message (e.g. to make or change an invitation or an appointment).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a short message to friends to give them personal news or to ask them a question (e.g. a text or postcard).
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 <p>QUALITY</p>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can write a period, comma and apostrophe with accuracy.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can correctly use some simple structures that I have memorized.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can speak slowly in a series of very short phrases, stopping and starting as I try to say different words.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can greet people, ask for things and say goodbye correctly.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can join phrases with words like “and”, “but”, “because” or “then”.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can communicate limited information about myself, my family and my job during a simple and direct exchange.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I have a basic set of phrases to talk about myself and communicate in common, everyday situations.</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a period, comma and apostrophe with accuracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can correctly use some simple structures that I have memorized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can speak slowly in a series of very short phrases, stopping and starting as I try to say different words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can greet people, ask for things and say goodbye correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can join phrases with words like “and”, “but”, “because” or “then”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can communicate limited information about myself, my family and my job during a simple and direct exchange.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have a basic set of phrases to talk about myself and communicate in common, everyday situations.
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(PLEASE CHECK ONE) →

ALWAYS 	SOMETIMES 	NOT YET 
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 <b>LISTENING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand simple information and questions about family, people, homes, school and hobbies.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand short conversations about family, hobbies, and daily life, provided that people speak slowly and clearly.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can generally identify topic changes in discussions taking place around me, provided people are speaking slowly and clearly.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand short, simple stories when they are told clearly and slowly.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can recognize key information to take notes using a guided format.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can follow changes of topic in discussions and understand the main information if people speak slowly.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main information in public announcements if people talk very clearly (e.g. weather reports, etc.).
 <b>READING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand short, simple texts containing familiar vocabulary.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can find the most important information in print and electronic advertising, schedules, calendars, and itineraries, etc.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use print or electronic ESL dictionaries to find what I want and understand the most important pieces of information.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main points in short, simple news items and descriptions if I already know something about the subject (e.g. news about sports or famous people).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main points in short newspaper/magazine stories, especially when they are illustrated.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand and follow instructions written in simple language on tests, assignments, school safety signs, and directions.
 <b>SPOKEN INTERACTION</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask people how they feel in different situations, and say how I feel.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask and answer simple questions about my home and country, school and free time, likes and dislikes.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask and answer simple questions about a past event, such as the time and place of an orientation or social event, who was there and what happened.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can make and accept invitations, or refuse invitations politely.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can offer and accept simple apologies (e.g. I'm sorry).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g. hobbies, pets, music, sports).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can discuss plans and make simple arrangements with other people (e.g. what to do, where to go, when to meet).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask for and give opinions, and agree or disagree in a simple way.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask for and give directions using a map or plan.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can give and follow simple directions and instructions (e.g. explain how to get somewhere).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can communicate in routine, everyday situations, in and out of class.







(PLEASE CHECK ONE) →

	ALWAYS 	SOMETIMES 	NOT YET 	
 SPOKEN PRODUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe myself, my family and other people.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my education and my present or last job.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my hobbies and interests.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my home and where I live.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can talk about my plans for the weekend or on my next holiday.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe places I like (for example towns, holiday resorts).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can say what I usually do at home, at work and in my free time.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe plans, arrangements and alternatives.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe past activities, events and personal experiences (e.g. what I did on the weekend, while on holiday).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe a job or study experience.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can explain why I like or dislike something.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I have time to prepare, I can briefly explain and give reasons for my actions and plans.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I have time to prepare, I can give basic information about something I know well (e.g. a country, a sports team, a band, etc.).	
 WRITING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write about myself using simple language (e.g. information about my family, school, hobbies, etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write about things and people I know well using simple language (e.g. description of friends, what happened during the day, etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write very short, basic descriptions of past activities, personal experiences and events.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a questionnaire with information about my educational background, my interests and my skills.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a simple message (e.g. to make or change an invitation or appointment).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a short message to give personal news (e.g. journal assignment) or to ask a question (e.g. e-mail).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write messages, short letters and e-mails making arrangements or giving reasons for changing them.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write short letters or e-mails, describing everyday things to people I know well.
 QUALITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have enough vocabulary to communicate in simple, everyday situations.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I know enough vocabulary for everyday situations and topics, but I need to search for the words and sometimes must simplify what I say.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can link ideas with simple connectors (e.g. "and", "but", "because", etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use common connecting words (e.g. "first", "then", "after", "later", "finally").
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use simple phrases for specific situations, but I often make basic mistakes (e.g. mixing up tenses, forgetting to use the right endings, etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can talk to people politely in short exchanges, using everyday forms of greetings and addresses.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can socialize with classmates simply but effectively, using basic common expressions and routines.
 STRATEGY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can communicate what I don't understand and ask for clarification.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can start, maintain or end a short conversation in a simple way.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask somebody to repeat what they said in a simpler way.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I can't think about a word, I can use compensation strategies (e.g. body language or gestures).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I can't think of a word, I can use a "wrong" or simpler word and ask for help.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can check written sentences for mistakes (e.g. subject-verb agreement, pronoun and article agreement, etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can often correct basic mistakes in simple structures if I have time and receive a little help.

(PLEASE CHECK ONE) →




ALWAYS 	SOMETIMES 	NOT YET 
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand short, everyday stories (e.g. graded readers) about familiar subjects if the text is written in simple language.																																		
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(PLEASE CHECK ONE) →

ALWAYS 	SOMETIMES 	NOT YET 
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 <b>WRITING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write simple texts (e.g. journal posts) about an experience or event in the past.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my everyday environment (e.g. classroom, school, community).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a letter of invitation.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write an email to ask for help from a classmate or instructor, or a thank-you letter to accept or decline an invitation.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a description of an individual or a character.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write down the keywords during an oral presentation.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write short messages, letters and emails to make arrangements or give reasons for changing them (e.g. not coming to class, being sick, doing a make-up test).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write brief and simple paragraphs on academic subjects of interest and my everyday life in simple sentences (e.g. people, places, job, family, school, hobbies, etc.).
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can complete a simple questionnaire (e.g. online Blackboard quiz) or standardized report form (e.g. SFQ) using short sentences.
 <b>QUALITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have enough vocabulary to talk about familiar everyday situations and academic topics, but I need some time to search for words and sometimes I must simplify what I say.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can generally communicate the main points of what I want to say, though sometimes the message is simplified.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use common connecting words such as "because", "for", "because of", "the cause of" to write an academic paragraph.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use sequential words like 'first', 'then', 'after', and 'later' to help tell a story.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use some simple structures correctly in academic contexts and in everyday situations.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can participate in a longer conversations about familiar academic topics from course readings, but I often need to stop and think or start again in a different way.
 <b>STRATEGY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can start, maintain, or end a short conversation in a simple way.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask somebody to repeat what they said in a simpler way.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I can't think of a word, I can use a substitute or simpler word and ask for help.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can often correct basic mistakes in simple structures, if I have time and a little help.








(PLEASE CHECK ONE) →

ALWAYS 	SOMETIMES 	NOT YET 
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 <b>LISTENING</b>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification when needed.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can follow clearly spoken, straightforward, short talks on familiar or adapted lectures on academic topics.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can identify the main and supporting ideas in a talk, lecture, video/DVD or podcast by using basic note-taking procedures in a guided format.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand simple technical information, such as operating instructions and routine processes (e.g. opening a bank account).</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can follow clearly spoken, straightforward, short talks on familiar or adapted lectures on academic topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can identify the main and supporting ideas in a talk, lecture, video/DVD or podcast by using basic note-taking procedures in a guided format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand simple technical information, such as operating instructions and routine processes (e.g. opening a bank account).																								
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# LEVEL 5

(PLEASE CHECK ONE) →

	ALWAYS 	SOMETIMES 	NOT YET 	
 <b>SPOKEN PRODUCTION</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can express and explain my feelings about something that I have experienced, with only some hesitation.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can give descriptions on a variety of familiar subjects.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can give a short, prepared presentation on a researched area (e.g. "Team Building in Business") and answer clear questions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>OTHER SKILLS</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can effectively organize and smoothly integrate key words from presentation software (e.g., PowerPoint, Prezi, etc.) into a presentation.
 <b>WRITING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can produce continuous writing that is generally intelligible and the spelling and punctuation are accurate enough to be followed most of the time.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can summarize new information, with some hesitation, on familiar subjects from various sources and present it to others.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write, short comprehensible connected texts on familiar subjects.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write straightforward, detailed descriptions on a range of familiar subjects.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can collate short pieces of information from a limited number of sources and summarize them for another person.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can paraphrase short written passages in a simple fashion, using some of the original text wording and ordering.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write simple texts about experiences or events, describing my feelings and reactions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a description of an event, real or imagined.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a text or brief report on factual information.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a clear, well-developed paragraph with a topic sentence, relevant supporting details and a conclusion on an assigned academic topic.
 <b>QUALITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have a large enough vocabulary to talk about my news and current events.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can talk in detail about my experiences, opinions and reactions in relation to academic text.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can make the other person understand the points that are important to me when I explain something.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can link a series of short phrases into a connected sequence of points.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can express myself reasonably accurately in familiar, predictable situations.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can keep a conversation going, but sometimes I have to pause to plan and correct what I am saying.
 <b>STRATEGY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can repeat back part of what someone has said, to confirm that we understand each other.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can help to solve practical problems, saying what I think and asking others what they think.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask someone to clarify or elaborate what they have just said.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

(PLEASE CHECK ONE) →





ALWAYS 	SOMETIMES 	NOT YET 
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 <b>LISTENING</b>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand the main points of an extended lecture or presentation if the speaker is speaking clearly.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand straightforward information about everyday study or work-related subjects, identifying both general messages and specific details, provided people speak clearly and in a familiar accent.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can follow video lectures and TV programs on topics of personal and academic interest when people speak clearly.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can follow clear speech directed at me in classroom conversation, even in different accents.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation is clearly structured.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can understand information in classroom announcements and other recorded, factual texts if they are delivered in a clear, standard speech.</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand the main points of an extended lecture or presentation if the speaker is speaking clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand straightforward information about everyday study or work-related subjects, identifying both general messages and specific details, provided people speak clearly and in a familiar accent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can follow video lectures and TV programs on topics of personal and academic interest when people speak clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can follow clear speech directed at me in classroom conversation, even in different accents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation is clearly structured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can understand information in classroom announcements and other recorded, factual texts if they are delivered in a clear, standard speech.																
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# LEVEL 6

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ALWAYS 	SOMETIMES 	NOT YET 
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 <p><b>SPOKEN PRODUCTION</b></p>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can clearly describe an incident or accident that happened on campus, effectively communicating all points.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can express my feelings about something experienced and explain why I felt that way.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can develop an academic argument and communicate the main points well enough to be followed in group discussion or class presentations, without difficulty, most of the time.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can give a prepared academic presentation and answer clear questions from classmates and instructors.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can summarize non-routine academic information on familiar subjects from various electronic sources, and present it to others.</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can clearly describe an incident or accident that happened on campus, effectively communicating all points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can express my feelings about something experienced and explain why I felt that way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can develop an academic argument and communicate the main points well enough to be followed in group discussion or class presentations, without difficulty, most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can give a prepared academic presentation and answer clear questions from classmates and instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can summarize non-routine academic information on familiar subjects from various electronic sources, and present it to others.												
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 <p><b>STRATEGY</b></p>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can politely interrupt an instructor, group discussion, or presentation when I do not agree or have not understood.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can start a conversation on topics that are of personal interest or related to course content, and I can move the conversation forward by expressing and responding to suggestions, opinions, attitudes, feelings, advice, etc.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can join in a discussion on a familiar academic topic, using a suitable phrase to do so.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can summarize what has been said in order to move the discussion forward.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>When I can't think of a word, I can use a different word to explain what I want to say.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can repeat what I want to say in a different way if people do not understand me.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can often correct my mistakes when people point out that I have made one.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can be polite when I choose to be often even when I interrupt or disagree.</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can politely interrupt an instructor, group discussion, or presentation when I do not agree or have not understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can start a conversation on topics that are of personal interest or related to course content, and I can move the conversation forward by expressing and responding to suggestions, opinions, attitudes, feelings, advice, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can join in a discussion on a familiar academic topic, using a suitable phrase to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can summarize what has been said in order to move the discussion forward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I can't think of a word, I can use a different word to explain what I want to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can repeat what I want to say in a different way if people do not understand me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can often correct my mistakes when people point out that I have made one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can be polite when I choose to be often even when I interrupt or disagree.
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# LEVEL 7

(PLEASE CHECK ONE) →

	ALWAYS 	SOMETIMES 	NOT YET 	
 <b>WRITING</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write at length about topical issues, though complex concepts may be simplified. I can correct many of my mistakes in the process, if I have sufficient time to plan, research, write, and revise.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a paper supporting or refuting a particular point of view and explaining the advantages and disadvantages of various options.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write a clear thesis statement, corresponding topic sentences and provide relevant details to support my argument.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use relevant details, including citations, to support data and/or arguments for reliable and valid sources.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can summarize extracts from news items, interviews, documentaries and lectures containing opinions, arguments and discussions.
 <b>QUALITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can write with reasonable accuracy and can correct mistakes if I have a lot of time to edit, or if they are pointed out to me.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use an appropriate academic writing style with an increasing range of general, academic and technical vocabulary.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can produce stretches of language with a fairly even tempo, with few long pauses or hesitations when searching for expressions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can speak with reasonable accuracy and can correct some mistakes if they have obviously led to misunderstandings.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can explain the main points of an idea, problem or argument with reasonable precision.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and most general topics.
 <b>STRATEGY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can initiate discourse, take my turn when appropriate and end a conversation without seeming too abrupt.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can often cover gaps in vocabulary and structure using paraphrases.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can often correct my mistakes when it is pointed out to me, and I can often identify correct common errors on my own.

(PLEASE CHECK ONE) →

ALWAYS 	SOMETIMES 	NOT YET 
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 <b>SPOKEN INTERACTION</b>	<table border="0"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can actively participate in conversations, clearly and naturally expressing my viewpoints, ideas or feelings.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can evaluate advantages and disadvantages to different situations.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can participate in formal and informal decision-making.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can support my opinions by providing relevant explanations, arguments and comments.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can reliably determine and communicate detailed information, I can ask follow up questions to get clarification when necessary.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can use standard phrases like "That's a difficult question to answer" to gain more time while formulating a response.</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>I can move a conversation forward by confirming my comprehension, inviting others to join in, etc.</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can actively participate in conversations, clearly and naturally expressing my viewpoints, ideas or feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can evaluate advantages and disadvantages to different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can participate in formal and informal decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can support my opinions by providing relevant explanations, arguments and comments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can reliably determine and communicate detailed information, I can ask follow up questions to get clarification when necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can use standard phrases like "That's a difficult question to answer" to gain more time while formulating a response.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can move a conversation forward by confirming my comprehension, inviting others to join in, etc.
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# LEVEL 8

(PLEASE CHECK ONE) →

ALWAYS



SOMETIMES



NOT YET



## WRITING

- |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can write clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, while expanding and supporting my ideas. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can write an essay developing my argument while highlighting significant points and relevant supporting details.                                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can summarize information and arguments from a variety of sources, highlighting significant points.  |



## QUALITY

- |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can write with reasonable accuracy and correct mistakes when they are pointed out to me, and if I have a lot of time to edit.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can use a variety of linking words, repetition and pronouns to effectively distinguish the relationship between ideas.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can use a range of language to express abstract ideas and discuss topical subjects.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can generally sustain interactions with native speakers without unintentionally amusing or irritating them, or requiring them to behave differently than they would with a native speaker. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can speak with reasonable accuracy and correct many mistakes if they have led to misunderstandings.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can speak for an extended period with a fairly even tempo; although I can be hesitant when searching for expressions, there are few noticeably long pauses.                                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can link what I say or write into clear, well-organized text, though I may not always do this smoothly so there may be some "jumps."   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I have a sufficient range of vocabulary to vary my speech, and avoid repetition when expressing myself on matters connected to my field and on most general topics.                          |



## STRATEGY

- |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can generally cover gaps in vocabulary and structure using paraphrases.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can generally correct slips and errors if I become aware of them, or if they have led to misunderstandings.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I can make a note of "common mistakes" and consciously monitor my speech for them.  |



# WE ARE

## HUMBER ENGLISH LANGUAGE CENTRE

### THE ELC PRINCIPLES OF PRACTICE

QUESTION	STATEMENT
<b>How do people learn?</b>	We believe that language learning is a context-specific, social and individual, non-linear process that requires lots of meaningful input and practice, accompanied by regular feedback to support fluency and accuracy in performance of the target language.
<b>What activities do we feel support learning?</b>	For us, language learning is best supported by engaging individuals and groups in meaningful, interesting activities that exercise all the language skills intensively and extensively.
<b>What do we consider is the best learning environment?</b>	We strive to build rapport with students in dynamic and purposeful learning environments where students feel safe to express themselves in a variety of interactive and engaging activities that lead to clearly defined outcomes.
<b>What are the roles of the teacher?</b>	In a language class teachers and students take on different roles at different times. Teachers and students may be providers of knowledge, error-correctors, learners, motivators, facilitators, and story-tellers. Whatever the role we believe that each person needs to be responsible for their own actions while being fair in the demands they place on others.
<b>What does 'student centered' mean to us?</b>	For us, being learner-centred means valuing the personal and socio-cultural experiences and background knowledge of all participants in a class all the while scaffolding input and providing tools to support individual learners that emphasize the dynamic of the group.
<b>What makes a curriculum successful?</b>	For us, a successful curriculum has challenging, well-defined, attainable and measurable course objectives and outcomes balancing fluency and accuracy, with plenty of opportunity for goal-directed spoken and written practice. It provides the authentic and meaning-focused tasks and materials essential for student success in higher education and professional contexts.
<b>How do we assess students?</b>	For us, assessment is regular and ongoing, formal and informal, formative and summative, and contextualized where appropriate. It strives to be fair and consistent with the course objectives.



This chart will help you to understand what each of our levels means when compared to well-known international standards. Our descriptors are based on the Common European Framework Reference (CEFR) and you can see how these compare to IELTS and TOEFL exam scores.

When you have completed Humber's online EAP Pre-placement test, you can then see what level you will place in and look on the chart what type of language objectives you need to work towards.

### Exam Correlation Matrix

EAP Level	CEFR stage	IELTS	TOELF PB	TOEFL iBT
Level 1	N/A	2.0	400	32 (no score below 8)
Level 2	A1-1 to A1-2	2.5	417	36 (no score below 9)
Level 3	A1-2 to A2-1	3.0	433	40 (no score below 10)
Level 4	A2-1 to A2-2	3.5	450	44 (no score below 11)
Level 5	A2-2 to B1-1	4.0	467	52 (no score below 13)
Level 6	B1-1 to B1-2	4.5	487	56 (no score below 14)
Level 7	B1-2 to B2-1	5.0	507	64 (no score below 16)
Level 8	B2-1 to B2-2	5.5	527	72 (no score below 18)

### Placement into our EAP levels

The chart shows entry score requirements for each EAP level. Students are placed in an EAP level according to the lowest individual skill score on the test.

For example, a student with an IELTS 5.5 in Speaking and Listening, a 5.0 in Reading , and a 4.5 in Writing, will be placed in EAP Level 6.

The test score is only valid if it was taken no more than 6 months before arrival to Humber.

### Completion of EAP Level 8 with a 50% (a passing grade) is equivalent to:

IELTS score of at least 6.0

TOELF score of at least 80 (iBT), 555 (PBT)

### Completion of EAP Level 8 with:

- 60% meets the language proficiency requirement for Humber Diploma Programs
- 75% meets the language proficiency requirement for Humber Degree Programs
- 80% meets the language proficiency requirement for Humber Post-Graduate Programs

**WE ARE  
HUMBER**



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HUMBER**

## **ENGLISH LANGUAGE CENTRE**

**416-675-6622, extension 3085**

