



## **International Education & Services**

### **COURSE OUTLINE**

**EFL-300-5**

**English as a Foreign Language  
Intermediate Level (Level 3 Part 1)  
Revised 2013**

**Prepared By:** Robert M Henry

**Approved By:**

**Pre-Requisite:** A score of 7 on the Interchange  
Placement Test or completion of  
EFL 250-3

**Co-Requisite:** none

<p><b>Note:</b> One copy of this outline is provided to each registrant in the course. It should be kept secure and retained for possible future use. A charge will be levied for a replacement copy.</p>
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## **1. Course Description**

This course is designed as an introductory English as a Foreign Language course to address students' linguistic needs and to increase their chances of academic success in the academic program of their choice. It is aimed at providing students with the language skill necessary to succeed at a college level.

## **2. Rationale**

This course provides students with the learning activities in Communicative English. It introduces them to basic skills with which they can communicate with other English language speakers.

## **3. Prior Learning Assessment**

If this course is eligible for Prior Learning Assessment, the candidate should approach the EFL Co-ordinator for further information.

This course is eligible for Prior Learning Assessment:

☐ Yes

☒ No

## **4. Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Express preferences and make descriptions.
2. Express opinions, describe and compare.
3. Make and decline requests, and leave messages.
4. Narrate past events, and stories, and make descriptions.
5. Express emotions, describe expectations and give advice.
6. Describe problems, make complaints and express needs.
7. Identify and describe problems and offer solutions.
8. Express preferences and describe.

## **5. Primary Resources**

Richards, Jack Hull, Jonathan and Proctor, Susan. (2006) Interchange: Third Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Book 3.

Richards, Jack Hull, Jonathan and Proctor, Susan. (2006) Interchange: Third Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Work Book 3

## **6. Supplemental Resources**

Rosetta Stone Language Library, (1997-1999) Fairfield Language Technologies. Student Study Guide 2.

Rosetta Stone Language Library, (1997-1999) Fairfield Language Technologies. Work Book 2.

Fuchs, Marjorie and Bonner, Margaret. (2000) Focus on Grammar: An Intermediate Course for Reference and Practice. Addison Wesley Longman, Inc. Student Book

Fuchs, Marjorie and Bonner, Margaret. (2000) Focus on Grammar: An Intermediate Course for Reference and Practice. Addison Wesley Longman, Inc. Work Book

## **7. Special Equipment or Supplies**

Tape recorder, CD Player, Language Lab

## **8. Methodology (Teaching/Learning Methods)**

This course will consist of assigned listening and reading experiences under the supervision of the teacher. There will be ample opportunity for in-class language production, mostly oral but also some written. Students are encouraged to re-enforce their lessons with suggested passages for self-study between classes and to use the audio-visual and computer guided materials available.

## **9. Special Requirements**

None

## 10. Student Evaluation

This course is graded either Pass or Fail. Students must achieve an 80% in order to pass this course and proceed to the next course. The final grade in this course will be based on your ability shown in class, class participation, quizzes and a final exam. Test material will be drawn from the textbook.

The weighting of marks shall be as follows:

Unit Tests	50%
Writing Assignments	25%
Lab Work	15%
Participation & Discretionary	10%
Total	100%

Round off mathematical principle will be used. Percentages are converted to letter grades as follows:

<b><i>Mark</i></b>	<b><i>Grade</i></b>	<b><i>Grade Point</i></b>
80 - 100 %	Pass	
0 - 79%	Fail	

## 11. Unit Objectives

### Unit 1

Upon successful completion of this unit, the student will be able to:

#### **Express Preferences and Make Descriptions**

- Describe personalities
- Express likes and dislikes

- Express agreement/ disagreement and complaints
- Write a description about a friend

## **Unit 2**

Upon successful completion of this unit, the student will be able to:

### **Express Opinions, Describe and Compare**

- Give opinions about jobs
- Describe and compare jobs
- Write about career advantages and disadvantages

## **Unit 3**

Upon successful completion of this unit, the student will be able to:

### **Make and Decline Requests, and Leave Messages**

- Make requests
- Accept and decline requests
- Leave messages
- Write a note requesting a favor

## **Unit 4**

Upon successful completion of this unit, the student will be able to:

### **Narrate Past Events and Stories, and Make Descriptions**

- Describe past events
- Narrate a story
- Describe favorite foods and snacks
- Write a newspaper story

## **Unit 5**

Upon successful completion of this unit, the student will be able to:

### **Express Emotions, Describe Expectations, and Give Advice**

- Express emotions
- Describe expectations
- Talk about customs

- Write advice for a visitor to your country

## **Unit 6**

Upon successful completion of this unit, the student will be able to:

### **Describe Problems, Make Complaints and Express Needs**

- Describe problems
- Make complaints
- Explain something that needs to be done
- Write a letter of complaint

## **Unit 7**

Upon successful completion of this unit, the student will be able to:

### **Identify and Describe Problems and Offer Solutions**

- Identify and describe problems
- Offer solutions
- Write about local issues and offer solutions

## **Unit 8**

Upon successful completion of this unit, the student will be able to:

### **Express Preferences and Describe**

- Ask about preferences
- Talk about learning methods
- Talk about personal qualities
- Write a “*how to*” paper