



International Education & Services

COURSE OUTLINE

EFL-200-5

**English as a Foreign Language
Low Intermediate Level (Level 2 Part 1)
Revised 2013**

Prepared By: Robert M Henry

Approved By:

Pre-Requisite: A score of 4 on the Interchange Placement Test or completion of EFL 150-3

Co-Requisite: none

Note: 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.

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. Do introductions and exchange personal information.
2. Ask for and give information on transportation.
3. Make comparisons, describe and express desires.
4. Talk about food, express likes and dislikes, describe and give instructions.
5. Describe vacation plans and give advice.
6. Make, accept and refuse requests, give apologies and excuses.
7. Describe, give instructions and advice.
8. Discuss holidays and special events.

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 2.

Richards, Jack Hull, Jonathan and Proctor, Susan. (2006) Interchange: Third Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Work Book 2.

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: A Pre-Intermediate Course for Reference and Practice. Addison Wesley Longman, Inc. Student Book

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

DeRocco, David. (2008) Canada From Eh to Zed: Book 3 People. Full Blast Productions

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 reinforce 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:

Mark	Grade	Grade Point
80 - 100 %	Pass	
0 - 79%	Fail	

11. Unit Objectives

Unit 1

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

Do Introductions and Exchange Personal Information

- Introduce themselves
- Talk about themselves
- Exchange personal information

- Talk about their childhood
- Ask about someone's childhood
- Use the past tense for habitual actions
- Listen to and comprehend people talking about their past
- Listen to and comprehend personal information
- Use the reduced form of *used to*

Unit 2

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

Ask for and Give Information on Transportation

- Talk about transportation and transportation problems
- Evaluate city/municipal services
- Ask for and give a range of information relating to transportation and services
- Use adverbs of quantity with countable and uncountable nouns: *too many, too much, not enough, more, fewer, less*
- Pose indirect questions from *Wh*-questions
- Understand people describing a transportation system
- Listen for and detect incorrect information
- Listen to and comprehend people asking for information
- Use correct intonation in *Wh*-questions and indirect questions
- Write about transportation

Unit 3

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

Make Comparisons, Describe, and Express Desires

- Describe positive and negative features
- Make comparisons
- Talk about lifestyles changes
- Express wishes
- Make evaluations and comparisons with adjectives: *not...enough, too, not as.....as, as.....as*
- Understand descriptions
- Understand comparisons
- Comprehend conversations about lifestyle changes

Unit 4

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

Talk About Food, Express Likes and Dislikes, Describe, and Give Instructions

- Talk about food
- Express likes and dislikes
- Describe favourite foods and snacks
- Give instructions
- Distinguish between and use accurately simple past versus present perfect
- Understand and use sequence adverbs: *first, then, next, after that, finally*
- Understand descriptions of foods and recipes
- Use reduced forms of *did you* and *have you*
- Write a recipe
- Read about how food affects physical and mental performance

Unit 5

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

Describe Vacation Plans and Give Advice

- Describe vacation plans
- Give travel advice
- Plan a vacation
- Use future with *going to* and *will*
- Use modals for necessity and suggestion: *(don't) have to, must, need to, better, ought to, should*
- Understand descriptions of vacation plans
- Understand travel advice
- Use reduced forms of *ought to* and *have to*

Unit 6

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

Make, Accept and Refuse Requests, and Give Apologies and Excuses

- Make requests
- Accept and refuse requests
- Complain and apologize
- Give excuses
- Use two-part verbs
- Use *will* for responding to requests

- Form requests with modals and *would you mind*
- Understand requests
- Understand complaints
- Understand excuses
- Understand apologies
- Place correct stress on two-part verbs

Unit 7

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

Describe, Give Instructions and Advice, and Describe

- Describe technology
- Give instructions related to technology
- Give advice
- Use infinitives and gerunds
- Use infinitive complements
- Understand descriptions of technology
- Understand advice
- Write a description of a simple device
- Write the instructions for a simple device

Unit 8

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

Holidays and Special Events

- Describe and discuss holidays
- Describe and discuss festivals and special events
- Describe and discuss/compare customs
- Use relative clauses of time and adverbial clauses of time: *before, when, after*
- Understand descriptions of special events and customs
- Write about holidays and special event, festivals, and customs