



## ***INTERNATIONAL EDUCATION & SERVICES***

### **COURSE OUTLINE – Winter 2009**

**EFL-400-5**

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

<b>Prepared By:</b>	Robert Henry and Chris Slade
<b>Approved By:</b>	Chris Slade
<b>Pre-Requisite:</b>	A score of 9 on the Interchange Placement Test or completion of EFL 350-3
<b>Co-Requisite:</b>	none

<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.
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## **1. Course Description**

This course is designed as a high intermediate level 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. Give descriptions, compare and contrast and identify main ideas in paragraphs.
2. State facts, describe processes, recommend and write descriptive paragraphs.
3. Categorize and evaluate issues, write about places they know.
4. Describe, explain, interpret and write about their daily routine.
5. Make generalizations and express concerns.
6. Initiate a conversation, report on what someone else said, and keep a journal.

## **5. Primary Resources**

Richards, Jack Hull, Sandy, Chuck. (2008) Passages: Second Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Book 1.

Richards, Jack Hull, Sandy, Chuck. (2008) Passages: Second Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Work Book 1

## **6. Supplemental Resources**

Phillips, Deborah. (2001) Longman Complete Course for the TOEFL Test. Addison Wesley Longman, Inc.

Maurer, Jay. (2000) Focus on Grammar: An Upper Intermediate Course for Reference and Practice. Addison Wesley Longman, Inc. (Student Book)

Kochs, Rachel S and Folse, Keith S., (2000) Focus on Grammar: An Upper-Intermediate Course for Reference and Practice. Addison Wesley Longman, Inc. (Workbook)

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

Tape recorder, CD Player, Language Lab

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

This course will consist of assigned listening, writing 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 the mid term, written assignments and a final exam. Test material will be drawn from the textbook and supplemental resources.

The weighting of marks shall be as follows:

Mid Term	30%
Writing Assignments (1 or 2)	40%
Final Exam	30%
Total	100%

Final grades should be sent to the Dean of International Education at Lambton College as well as the administration of the overseas school. Electronic copies of writing assignments and final exam should also be emailed to the Dean of International Education at Lambton College each semester. This is an important course that will be monitored on an ongoing basis.

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

<b>MARK</b>	<b>GRADE</b>	<b>GRADE POINT</b>
80 - 100 % 0 - 79%	Pass Fail	

## **11. Unit Objectives**

### **Unit 1**

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

#### **Give Descriptions, Express Likes and Dislikes, State Advantages and Disadvantages, and Identify the Main Idea in a Paragraph**

- Describe personalities
- Express likes and dislikes
- Describe personal change
- State advantages and disadvantages
- Talk about rules
- Identify the main idea in a paragraph

### **Unit 2**

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

#### **State Facts, Describe, Give Reasons, Make Recommendations, and Write Descriptive Paragraphs**

- State facts
- Make recommendations
- Describe processes and strategies
- Give reasons and purposes
- Talk about hopes and dreams
- Choose topic sentences
- Write about educational beliefs

### **Unit 3**

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

#### **Describe and Give Information about Places, Express Preferences, Evaluate Issues, and Write Descriptive Paragraphs**

- Describe and give information about places
- State preferences
- Present contrasting information
- Categorize and evaluate issues
- Create a topic sentence
- Write about a place they know

## **Unit 4**

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

### **Describe Daily Routines, Give Advice and Interpretations, Explain Reasons, and Write Descriptive Paragraphs**

- Describe daily routines and habits
- Give advice
- Explain reasons and conditions
- Give interpretations of meaning
- Choose the best topic sentence
- Write about their daily routine

## **Unit 5**

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

### **Compare and Contrast, Make Generalizations, and Express Concerns**

- Comparing customs and habits
- Present contrasting information
- Make generalizations
- Discuss concerns and offering solutions
- Describe a mental process
- Identify supporting statements
- Develop a paragraph with supporting statements

## **Unit 6**

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

### **Describe, Start a Conversation, Report what Someone has Said, and Write a Reaction**

- Describe types
- Talk about appropriate behavior
- Start a conversation
- Report what someone else has said
- Make small talk
- Keep a journal
- Write their reaction to a good piece of news