



International Education & Services

COURSE OUTLINE

EFL-100-3

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

Prepared By: Robert M Henry

Approved By:

Pre-Requisite: A score of 3 on the Interchange
Placement Test or EFL 050-3

Co-Requisite: none

<p>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.</p>

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. The course emphasizes Reading, Writing, Listening and Speaking.

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 Coordinator 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. Make introductions, give time and numbers and make affirmative statements.
2. Ask questions, locate objects and places.
3. Request and give information, ask questions and describe people.
4. Describe and talk about the weather and find the owner of an item.
5. Tell time, ask questions and describe actions
6. Ask for and give information, describe and write about daily activities
7. Ask about and give information, and write directions.
8. Ask for and give information, express opinions, describe and write about jobs.

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 1.

Richards, Jack Hull, Jonathan and Proctor, Susan. (2006) Interchange: Third Edition, Cambridge University Press/Foreign Language Teaching and Research Press. Student's Work Book 1.

6. Supplemental Resources

Rosetta Stone Language Library, (1997-1999) Fairfield Language Technologies. Student Study Guide 1.

Rosetta Stone Language Library, (1997-1999) Fairfield Language Technologies. Work Book 1.

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

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

DeRocco, David and Chabot, John F. (2008) Canada from Eh to Zed Book One: Things. 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. 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 CR	
0 - 79%	Fail F	

11. Unit Objectives

Unit 1

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

Make Introductions, Give Time and Numbers, and Make Affirmative Statements

- Introduce themselves and friends; speak and understand basic greetings
- Speak and understand numbers; tell time and give and receive phone numbers
- Use possessive adjectives: *my, your, his, her*
- Use the verb 'to be' in the simple present

- Make affirmative statements and form contractions
- Listen for and copy spellings of names
- Listen for and copy telephone numbers
- Write lists of telephone numbers

Unit 2

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

Ask Questions, Locate Objects and Places

- Name basic objects
- Ask for and give the location of an object
- Use indefinite articles *a*, *an*, and *the*, *this/it* and *these/they*
- Form plurals
- *Yes/no* and where questions with *be*
- Use prepositions of place
- Listen to find location of an item/place
- Write the location of objects

Unit 3

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

Request and Give Information, Ask Wh- Questions, and Describe People

- Talk about geographical locations
- Ask for and give information about places of origin, nationality, native language and age
- Describe people
- Use the verb *to be* in affirmative and negative statements, yes/no questions, short answers, and *Wh*-questions
- Recognize countries and languages; listen and comprehend descriptions of people
- Place emphasis on correct syllable with basic words and numbers
- Write questions requesting personal information

Unit 4

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

Describe, Talk About the Weather, Find Owner of an Item

- Ask about and describe clothing

- Talk about the weather
- Find the owner of an item
- Use possessive adjectives; *our*, *their* and possessives of names
- Use the present continuous affirmative and negative statements; *isn't* and *aren't*
- Use conjunctions *and* and *but*
- Use colour adjectives before nouns
- Understand descriptions of clothing
- Say simple sentences with accurate stress and rhythm

Unit 5

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

Telling Time, Ask Questions, Describe Actions

- Ask for and tell time
- Ask about and describe current activities
- Form questions with *what time*; *what + doing*
- Form *Wh* questions with present continuous
- Use the conjunction *so*
- Recognize time
- Understand descriptions of what people are doing in the present continuous
- Ask questions with accurate intonation
- Write about what people are doing (present continuous)

Unit 6

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

Ask for and Give Information, Describe, and Write About Daily Activities

- Ask for and give information about where people live and how they travel to and from school or work
- Talking about family members
- Talking about daily routines
- Form simple present statement with regular and irregular verbs
- Form simple present yes/no and *Wh*-questions
- Use basic expressions of time
- Listen and understand people describe how they travel to and from their school or workplace
- Listen to and understand the days of the week
- Pronounce third person singular *s*
- Write about daily schedules and habits

Unit 7

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

Ask About and Give Information, and Write Descriptions

- Ask about and describe homes
- Tell what furniture is in a room
- Use simple present short answers: how many; there is, there are; there's no, there isn't a, there are no, there aren't any
- Understand descriptions of apartments and houses
- Recognize name of basic furniture
- Pronounce the *th* sound accurately
- Write a description of a house or apartment

Unit 8

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

Ask for and Give Information, Express Opinions, Describe, and Write About Jobs

- Ask for and give information about work
- Give opinions about jobs
- Form simple present Wh-questions with *do*
- Place adjectives before nouns
- Use descriptive adjectives for occupations
- Listen to and understand people describing their jobs
- Reduce *do* and *does*
- Write about jobs
- Read and understand descriptions of occupations