



QAI Level 2
Certificate in English Language
(Mapped to CEFR A2 level)

E2ELP02

Specification

(01/11/2014)

Qualifications and Assessments International (QAI), is UK's leading private, international awarding body. We develop, validate, assess and quality assure professional programmes and courses for international purposes.

QAI works with schools, colleges, universities, industry and government, to provide high quality, relevant and flexible programmes, qualifications and assessment services that are fit-for-purpose and current to meet with well-defined set of values and global standards.

The QAI qualifications and assessments are developed in consultation with specialists in the various sectors, employers and other user groups. These are reviewed from time to time to reflect the changing needs to keep the qualifications and assessments latest and up-to-date with the objective of creating professionals for the 21st century.

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This specification is last reviewed in **November 2014** and will be due for revision in **2017**. Amendments, if any, before the full review will be notified to centres and will be put up on www.qai.uk.com

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Specification code: E2ELP02

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Qualifications and Credit Framework (QCF)

QCF is the framework for qualifications in England, Wales and Northern Ireland that has been introduced to replace the National Qualifications Framework (NQF). The QCF allows learners to build towards a qualification at their own pace using small bite-size learning.

The qualifications are named as **Awards**, **Certificates** or **Diplomas** depending upon their size, number of courses, level etc. The QCF sets out level descriptors for each level that are divided into the following sub-sections:

- Knowledge and understanding
- Application and action
- Autonomy and accountability
- Summary

The QCF recognizes achievements of individuals through the award of credit for courses and qualifications, working at different levels as detailed hereunder:

Level	Description & Example of Qualifications at Each Level
8	Vocational qualifications @ Level 8, PhD / DPhil, Professional doctorates (credit based)
7	Fellowship, NVQ Level 5, Vocational qualifications Level @ 7, Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate
6	Vocational qualifications @ Level 6, Bachelor's / Undergraduate degrees, Professional Graduate Certificate, Graduate Certificates and Diplomas
5	Higher National Diploma (HND), Vocational qualifications @ Level 5, Professional Degrees and Diplomas
4	Vocational qualifications @ Level 4, Higher National Certificate (HNCs), Professional Certificates and Diplomas
3	NVQ Level 3, Vocational qualification @ Level 3, GCE AS and A level, Advanced Diploma
2	NVQ Level 2, Vocational qualifications @ Level 2, GCSE's at A* - C, ESOL Skills for Life, Higher Diplomas, Functional Skills level 2 (English, Mathematics & ICT)
1	NVQ Level 1, Vocational qualifications @ Level 1, GCSE's D - G, ESOL Skills for Life, Foundation Diploma, Functional Skills level 1 (English, Mathematics & ICT)
Entry	Entry Level Certificates (sub-levels 1 to 3), ESOL Skills for Life, Functional Skills entry level (English, Mathematics & ICT)

Introduction

QAI qualifications are mapped to the Qualifications and Credit Framework (QCF).

The qualification titles and unit names are, as they will appear on a learner's certificate. Learners must be informed about this when they register for the programme. The learner will achieve certification upon successful completion of the required units for qualifications as per the details below and based upon the registration received from a learner:

- Award or Module Certification
- Certificate
- Diploma
- Advanced Diploma

Certification will be issued for the qualification for which a learner is registered with QAI.

The centre must make a copy of the specifications available to the learners.

The specifications contain the details of all courses that constitute the qualification and its associated guidance. Each course sets out the required Learning Outcomes (LO), Evaluation Criteria, Content, Assessment Method, Recommended Reading, Study Resources and other important information as may be helpful to the centres delivering the qualification.

Qualification Highlights

This programme is designed to meet the requirements of individuals who are preparing to work, study and/or interact in an environment where English will be used as the primary language for communication. It provides opportunities to learners to be able to practise all four language skills in practical settings.

The English language programme highlights are as follows:

- Mapped to the Common European Language of Reference Level A2
- Focusses on development of all four language skills: Listening, Speaking, Reading, Writing
- Comprehensive in its lexico-grammatical scope and pitched at the appropriate CEFR level.
- Flexible and can be delivered in a blend of face-to-face and online environments
- Leads to a globally recognised qualification and certification mapped to CEFR
- Offers opportunity to be globally employable

Common European Framework of Reference

The Common European Framework of Reference (CEFR) provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates.

The CEFR is a document which describes in a comprehensive manner:

- i. the competencies necessary for communication
- ii. the related knowledge and skills and
- iii. the situations and domains of communication.

The CEFR defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scale.

The CEFR has become a key reference document and valuable tool for educational and professional mobility. It is available in over 30 language versions.

The table below shows the different levels of CEFR.

Common European Framework of Reference for Languages

Proficient user	C2	Mastery
	C1	Effective Operational Proficiency
Independent user	B2	Vantage
	B1	Threshold
Basic user	A2	Waystage
	A1	Breakthrough

Structure of the qualifications

The QAI Level 2 Certificate in English Language (E2ELP02C) is made up of 5 mandatory units, totalling to a 10 Credit programme. The mention of Guided Learning Hours (GLH) herein is a notional reference to the amount of learning that a learner is expected to put for each unit and includes face-to-face interaction, seminars, workshops, activities, assignments, self-study and a final assessment.

Unit Code	Unit Name <i>(all units are compulsory)</i>	Level	Credit Value	GLH
E2 ELP 02L	QAI Level 2 Certificate in English Language - Listening	2	2	20
E2 ELP 02S	QAI Level 2 Certificate in English Language - Speaking	2	2	20
E2 ELP 02R	QAI Level 2 Certificate in English Language - Reading	2	2	20
E2 ELP 02W	QAI Level 2 Certificate in English Language – Writing	2	2	20
E2 ELP 02U	QAI Level 2 Certificate in English Language – Use of English	2	2	20
Total			10	100

Enrolment and Equal Opportunity

The policy regarding enrolment is that of providing:

- Opportunity to anyone who is capable of meeting the learning outcomes
- Barrier free access to the programme and learning
- Equal opportunity to all who wish to enrol and are able to meet the assessment requirements

It is important the enrolment is done using a transparent and well-defined process. Centre must ensure that complete information relating to the programme is available to all prospective learners and that they are being given any additional details required for them to understand that the programme will meet their objective.

It is strongly advised that all delivery centres consider the minimum professional qualification and age of a learner before enrolling them for the programme. It is recommended that for this course, the learner is able to demonstrate the ability at a level lower than the course for which the learner is registered, for e.g. a learner wanting to pursue this course at – Level A2, must be able to demonstrate language proficiency skills at Level A1. The delivery centres are advised to use such placement tests that would be adequate to provide an understanding of the level of the learner.

The centre must follow the QAI's policy on access arrangements and special considerations to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the quality of programme delivery and assessment. The centres are advised to get in touch with the respective regional centres to get more information on access arrangements.

Qualification Format

Each course uses a standard format to provide clear guideline on the programme, learning outcomes, evaluation requirements, evaluation methods, resources and reference materials & suggested activities to support learning.

These are classified as under:

- Programme title: The name of the programme with its code number
- Recommended Guided Learning Hours (GLH): The notional reference to the amount of learning that a learner is expected to put for each unit and includes face-to-face interaction, seminars, workshops, activities and assignments, self-study, and the final assessment.
- Objective: A brief description of the basic purpose of the course, along with the main areas of study.
- Learning Outcomes: The list of learning outcomes that are expected to be achieved upon completion of the unit.
- Programme Indicative Content: Each learning outcome will further expand to list, programme content, topics and suggested methodology.
- Assessment Method: Details of assessment including the type of assessment method duration and its weightage as part of the Certificate Programme.
- Recommended Reading and Resources: Some helpful information regarding support material and books that can be used by the learners and tutors to assist in their learning process.

Quality Assurance Framework

The quality assurance process at the centre will consist of 3 main components:

- **The approval process** — a control measure to confirm that delivery centres are trained and capable to deliver the programme. They will be required to undergo an implementation-training programme in order to fully understand the various points that are important from the point of view of programme delivery and also for the learners. All centres that deliver this qualification must follow a defined process of centre approval, followed by qualification approval including interaction with the faculty and finally training and certification of the faculty.
- **The monitoring of the centre** — standards and certified management systems including quality assurance systems are put in place by QAI to ensure high quality and consistent delivery across all centres. The monitoring process will include both academic and administrative audits and checks and the centre will be provided with feedback and guidance on any areas that require attention. All delivery centres will be required to follow defined guidelines on delivery standards, which may be updated from time to time. (There may be specific requirements in terms of quality assurance, subject specific training which would be linked to geographic location of the centre and keeping local needs in mind.)
- **The blended assessment system** — to ensure standardised assessment and grading across centres and to ensure that they are not based on the determination by an individual or group of individuals with a vested interest in the outcome, all learners would be subjected to standardised assignments, standardised and central assessment of assignments, standardised and centrally marked end-of-unit assessment, assessed by QAI approved Assessors and Internal Verifiers.

Programme Delivery

The programme can be delivered by a centre using multiple delivery formats, such as classroom based, blended and online. The centres may use a delivery method that best suits the local needs and the learner group. A delivery plan must be drawn for each learner group and followed closely to ensure that the learning outcomes are completely met. The key is that the learners must have access to appropriate resources and support in order for them to meet the desired learning outcomes.

Resources and Support

This qualification is aimed at developing work related skills for the learners and to prepare them for higher education, employment, professional life, where English is used as a medium of instruction and / or communication. It is therefore important that the learners are provided with the required physical infrastructure, IT facilities, practice, feedback and other facilities and tools needed to ensure that they are able to develop these skills and can be assessed appropriately. The faculty involved with providing the teaching-learning experience and support to the learners must be experienced and trained and must be aware of the latest in the education industry globally and be trained with the 21st Century teaching skills and must have an English language level of C1 or higher on the CEFR. It will be mandatory for the centre to ensure that the necessary resources / library facilities are available, which will be verified during the qualification approval inspection.

This qualification is not designed to use only pre-defined course-books, instead it is suggested that the learners be encouraged to take on the responsibility of independent or group research, use the web as a tool to find the latest and updated information and also use existing resources that are available in the form of books, magazines, journals both in printed form and electronic form.

Feedback, Assessment and Assignment Development

It is important that continuous assessment is part of effective planning of teaching and learning. It must provide opportunities for the learner as well as the trainer and assessor to obtain information regarding the learner's meeting the learning outcomes of a particular course. The trainer and the learner must be actively involved in promoting a common understanding of the learning outcomes and evaluation criteria to ensure that effective learning is taking place. Learners must therefore be provided with constructive feedback and guidance on how they can improve their skills in areas, which are weak, and how to maintain and enhance their skills, which they are good at.

The key objective of the assessment process is to ensure that the learner is guided well and that they are graded based on their overall understanding of any unit and its application in a practical scenario.

The centre is encouraged to create current, up-to-date and engaging assignments as part of their on-going continuous internal assessments. Centres are advised to ensure that while developing their own assignments, care must be taken that the assignments meet the learning outcomes as detailed in this document and must be relevant for learners. All activities must be developed in a manner that enables learners to produce evidence that relates to the learning outcomes. Assignments that are developed by the centre should be reliable and fit for purpose. Centres are advised to use a variety of assignments such that there is a practical application of the learning outcomes.

Assessment and Grading

End-of-term assessment to measure achievement of learning objectives would be basis performance in the GETS-HE test (*Global English Testing Services – Higher Education*).

The GETS-HE test includes four modules: Reading, Writing, Listening and Speaking. The test is available in both paper based and computer / Internet based formats.

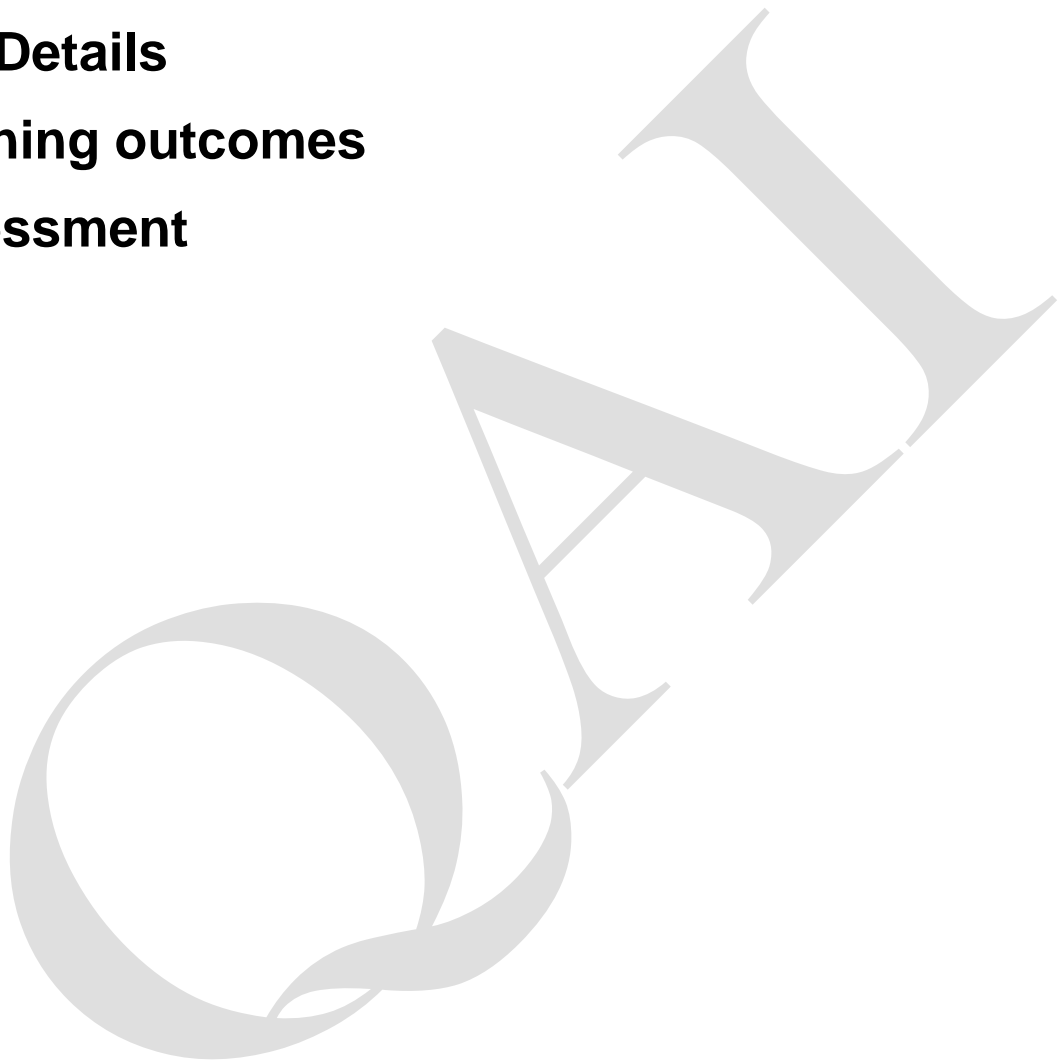
Details of the test format, timing and contents are available in the Assessment Section of this specification document.

GETS-HE reports a score for each of the four skills as well as an overall average score. Outcomes are defined using the following grading scheme:

- GETS Level 4: 75% to 100% (*mapped to CEFR Level B2*)
- GETS Level 3: 50% to 74% (*mapped to CEFR Level B1*)
- GETS Level 2: 36% to 49% (*mapped to CEFR Level A2*)
- GETS Level 1: 35% and below (*mapped at below CEFR Level A2*)

Formative assessment may include a variety of instruments appropriate to the outcomes being assessed. These may include communicative language tasks such as projects, presentations, individual and group work.

- **Course Detail**
- **Unit Details**
- **Learning outcomes**
- **Assessment**



Course Title:	QAI Level 2 Certificate in English Language		
Course Code:	E2 ELP 02	Mapping:	CEFR Level A2
Credit Value:	10	GLH:	100

CEFR Level A2 Can-do summary:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (eg. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Ability	Reading	Writing	Listening	Speaking
Can use a limited range of English, sufficient for everyday practical needs.	<p>Can read very short, simple texts.</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.</p>	<p>Can write short, simple notes and messages relating to matters in areas of immediate needs.</p> <p>Can write a very simple personal letter.</p>	<p>Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</p> <p>Can catch the main points in short, clear, simple messages and announcements.</p>	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>Can handle very short social exchanges.</p>

Summary of the Syllabus at QAI Level 2

Use of English

Learn how to use:

- possessive pronouns and `s'
- adverbs of frequency (*sometimes, always*)
- *like + ing*
- countable and uncountable nouns with *some, any, much, many*
- articles *a, an, the*, no article
- irregular past simple verbs
- the present perfect simple with *ever*
- *will* future
- *going to* for future plans
- Modal verbs: *have to* for obligation, *should* for advice, *could / might / must / can't* for possibility
- *too / (not) enough*
- comparative and superlative adjectives
- *this / that / these /those* - prepositions of time and place
- adverbs and adjectives
- *What's ____ like?*
- the past continuous tense
- subject questions (e.g. *Who gave it to you?*)
- simple quantity expressions
- the past simple and continuous in a narrative
- the present continuous for future arrangements
- *can / can't* for permission
- the present perfect simple and continuous with *for* and *since*
- first and second conditional
- *used to*
- *so / neither*
- the passive to describe processes (*Oil is separated*)
- reported speech : *say* and *tell*

Speaking

Learn to:

- describe yourself, your family and where you live
- describe your hobbies and interests in a simple way
- say what you like and dislike
- make simple transactions in shops, post offices or banks
- say what you want in a shop and ask the price
- use public transport, asking for basic information and buying tickets
- ask for and give directions referring to a map or plan
- make and respond to invitations
- make and accept apologies
- ask for attention
- show that you understand what's being said to you
- give short basic descriptions of events
- discuss with others where to go and what to do and make arrangements
- describe your educational background and your job
- describe past experiences where the order of events is straightforward

Listening

Understand:

- clear everyday speech with speakers able to adjust their language to help you
- the main point in recorded announcements
- the topic of conversation when people are speaking clearly and slowly
- the main point in short, clear, simple messages and announcements
- essential information in short recorded passages based on everyday matters
- clear everyday speech which includes repetition and reformulation
- the main point of most general conversations
- the main points of TV news

Reading

Understand:

- simple personal e-mails or letters about everyday life
- short written messages from friends and colleagues
- simple texts on everyday topics
- basic information about people in newspapers
- instructions for equipment
- the main points of short newspaper articles
- the most important information about leisure activities from leaflets and brochures
- information from advertisements by skimming the text

Writing

Learn to:

- write short simple notes and messages
- write a simple e-mail or letter including expressions for greeting, addressing, asking or thanking
- write about your everyday life in simple sentences
- describe an event in simple sentences and report what happened when and where
- write a note to tell somebody where you are or where to meet
- connect simple sentences with *and*, *but* or *because*
- indicate chronological order of events with *first*, *then*, *after* etc
- complete a questionnaire giving information about your educational background, job, interests and skills

Unit Title:	QAI Level 2 Certificate in English Language - Listening		
Unit Code:	E2 ELP 02L	Mapping:	CEFR Level A2
Credit Value:	2	GLH:	20

Objective

Learners at this level must be able to understand basic instructions or take part in a basic factual conversation on a predictable topic. They should be able to listen to, and pass on simple messages of a routine kind, (refer to the Speaking module)

Learners must be able to cope with answering the telephone and dealing with elementary phone calls. This should also include being able to decipher simple messages left on an answering machine. The caveat here is speed. Learners will not be able to cope with native speech at high or normal discourse speed. To that extent, listening at this level cannot therefore usually be classed as authentic, as both pace and restrictions of lexico-grammatical items will render this impossible. Moreover, Level 2 learners will require more repetition than is accepted at higher levels or by native speakers.

Learning Outcomes:

To achieve this unit a learner should be able to:

- Listen to, and understand, a small range of basic everyday situations, involving native speakers of English.
- Know how to cope with topics related to familiar and accessible everyday content.
- Listen for semi-authentic everyday performance needs, covering both global and specific meaning, provided heard text is delivered no faster than 100 wpm.

Programme Indicative Content:

A. Learning Outcome 1

Listen to, and understand, a small range of basic everyday situations, involving native speakers of English.

- Learners should be able to listen to and comprehend teacher led, or recorded tasks. Examples include:
 - Simulated phone conversations
 - Simulated answering machine messages
 - Simulated recorded announcements and instructions
- If the class teacher is a native (or near native) speaker of English, the range of heard discourse will, in all probability, be limited to what the students hear from him/her as well as from the recordings provided in the course materials. The important fact to bear in mind here is that the range of situations has to be small. Limited vocabulary and structural knowledge restricts what can be realistically achieved. At this modest level, there is a great need for repetition and consolidation. What is acquired and learned at this level will form the basis of a learner's future linguistic competency.

B. Learning Outcome 2

Know how to cope with topics related to familiar and accessible everyday content.

- T-S conversations (1-to-1) may be performed in front of the whole class. Students may then ask questions, offer opinions or volunteer to take part themselves.
- Learners will apply listening skills to realistic (semi-authentic) situations. At this level, apart from listening to (and interacting with) the class teacher, learners will be heavily dependent on audio and video recordings
- Learners should be given practice in listening for specific information such as name of a place, the cost of an article etc.

C. Learning Outcome 3

Listen for semi-authentic everyday performance needs, covering both global and specific meaning, provided heard text is delivered no faster than 100 wpm.

- Learners should be able to cope with heard discourse at less than native speaker delivery speed.
- Much of the work done at this level is (as far as natural use of language is concerned) highly artificial. Level 2 competencies are very modest and limited in scope and this in turn, restricts what the teacher can realistically accomplish, as well as the range of resources at his/her disposal. Close adherence to appropriately selected resource materials is recommended.

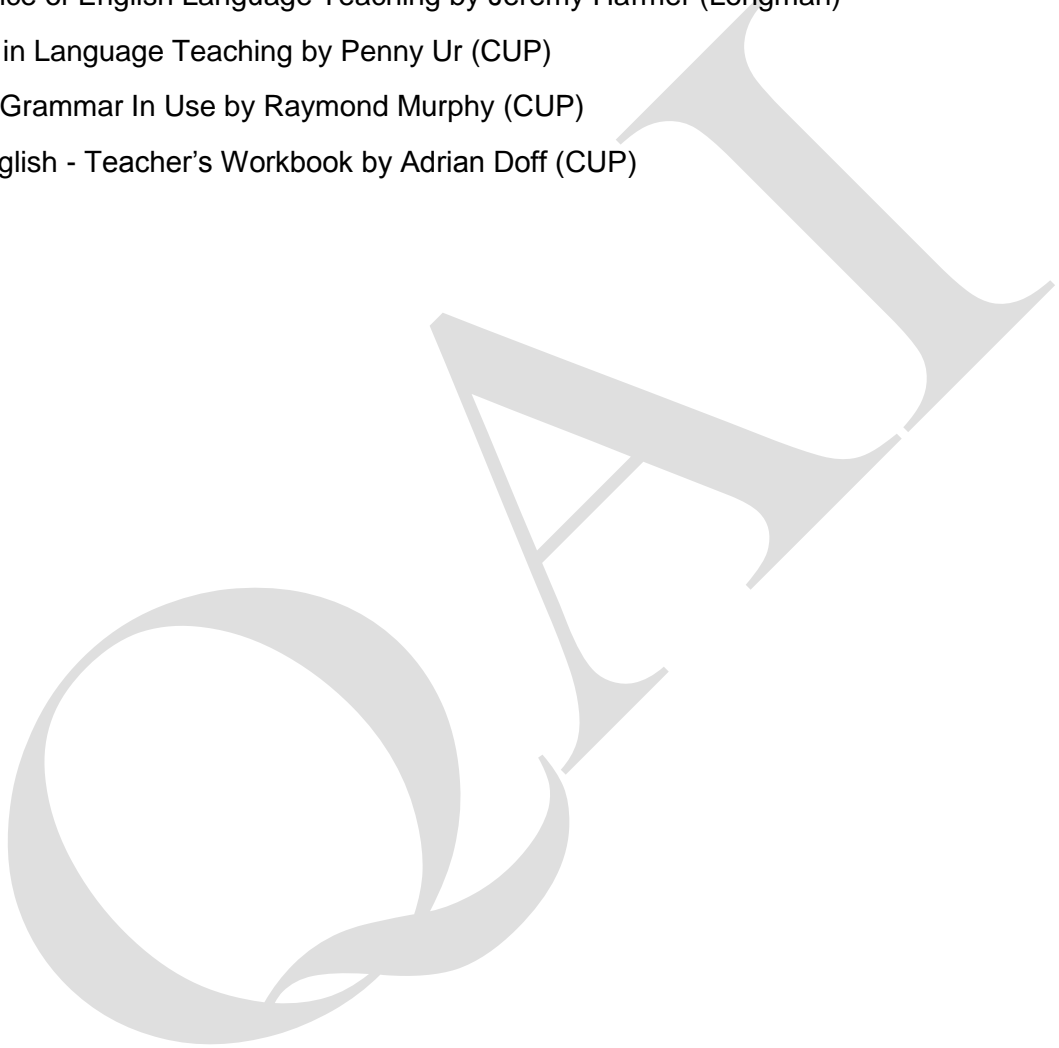
Assessment Method

This module would be assessed using the GETS-HE test Listening Paper.

LISTENING	DESCRIPTION
<p>Approximately 45 min</p> <p>4 Parts / 35-39 questions</p>	<p>Task types: Multiple-choice, gap-filling, <i>True/False</i> and similar objective-type questions based on listening of monologues, short dialogues or narratives in a variety of accents.</p> <p>Skills tested: Listening for main points, listening for overall meaning, listening for specific information, listening for detailed meaning, listening to interpret information, listening for attitude and opinions of speakers. Setting of the listening texts would be both familiar and commonplace and also outside the usual experience.</p> <p>Task source: Designed using authentic, adapted or real-world listening tracks such as talks, discussions, telephone conversations, announcements, radio programmes and interviews.</p> <p>No. of questions: A total of 35-39 questions.</p> <p>Marking: One or two mark(s) for each correct answer. No negative marking for wrong answers.</p>

Recommended Reading & Resources:

- Teacher-produced/ curated handouts, worksheets, speaking prompts and the like.
- Simulations of news broadcasts, MP3 files of simulations for listening comprehension
- Tree or Three-An Elementary Pronunciation Course by Ann Baker (CUP)
- Teaching Listening Comprehension by Penny Ur (CUP)
- Listening- Resource Books for Teachers by Goodith White (OUP)
- How to Teach Listening Book and Audio CD Pack by JJ Wilson, and J Wilson (Pearson)
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- A Course in Language Teaching by Penny Ur (CUP)
- Essential Grammar In Use by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)



Unit Title: QAI Level 2 Certificate in English Language - **Speaking**

Unit Code: E2 ELP 02S

Mapping: CEFR Level A2

Credit Value: 2

GLH: 20

Objective

Learners at this level must be able to use a limited range of high frequency general vocabulary and lexicalised grammar in speech. They should be able to express simple opinions or requirements in a familiar context. They must also be able to express likes and dislikes in familiar contexts, using simple language such as '*I (don't) like...*' However, at this low level, errors will be frequent, and often intrusive. There will be many pauses and hesitations and fluency cannot be expected except in very rare cases, or where a given response has been learned previously. Repair work will be almost non-existent or very rudimentary, and the learner will require a sympathetic interlocutor, with whom to engage.

Learners should be able to take and pass on simple messages of a routine kind, such as 'Friday English lesson 10 am'. They must be able to ask simple questions of a factual nature, understanding and responding to answers expressed in simple language.

Learning Outcomes:

To achieve this unit a learner should be able to:

- a. Speak and communicate in a basic range of everyday situations.
- b. Understand and speak about specific topics which relate to familiar, everyday content.
- c. Interact spontaneously under semi-normal time constraints.

Programme Indicative Content:

A. Learning Outcome 1

Speak and communicate in a basic range of everyday situations.

Examples of such situations are listed below:

- describe yourself, your family and where you live
- describe your hobbies and interests in a simple way
- say what you like and dislike
- make simple transactions in shops, post offices or banks
- say what you want in a shop and ask the price
- use public transport, asking for basic information and buying tickets
- ask for and give directions referring to a map or plan
- make and respond to invitations
- make and accept apologies
- ask for attention
- give short basic descriptions of events

Learners should be able to speak and interact vocally via

- Q & A with the teacher
- Dialogue with an interlocutor (the teacher)
- Observed pair work with the teacher

The requirement of this module is for learners to start speaking and gain in confidence as they do so. To that end, the most important first step is to accept that errors will be made and are not a problem – they are expected and are in no way a barrier to progress. It is a big first step on the road to producing and manipulating language for one's own ends. The teacher will need to be very careful in singling out individuals in general classroom practice time, in order to avoid potential embarrassment and shyness.

One-to-one sessions are to be preferred and can take place while the rest of the class are engaged in another activity and individuals can come to the teacher's desk. This creates at least an illusion of privacy and developmental speaking work – maybe as a direct result of new vocabulary – can proceed.

B. Learning Outcome 2

Understand and speak about specific topics which relate to familiar, everyday content.

- This may start off initially as simple Q & A: *Have you got any brothers? How many? What are their names?* Then proceed to sisters, rooms in the house etc. Once a learner is feeling a bit more relaxed with the language, more open-ended questions may be attempted. These can focus on simple descriptions: *Your car – is it new, old, what colour, how many people can it seat, how fast can it go etc.* Teacher may then move on to likes, dislikes and preferences.
- Learners should be able to respond to prepared prompts and materials such as pictures or bulleted points related to:
 - Hobbies and interests
 - Family and background
 - School and studies
 - Knowledge of own culture and the world

C. Learning Outcome 3

Interact spontaneously under semi-normal time constraints.

- Learners should be able to converse on generally familiar topics with a sympathetic interlocutor, demonstrating:
 - increasing confidence within the restrictions of vocabulary and structure
 - the ability to improve over time
 - the ability to articulate clearly, albeit with hesitation and errors

'Semi-normal time constraints' is a fairly elastic term here. The teacher (or interlocutor) will need to demonstrate more patience than the usual native speaker. S/he must be prepared for hesitations, uncorrected errors and an uncertain ability to repair broken discourse. This requires patience, sympathy and understanding on the part of the teacher, plus lots of encouragement and help where it is most needed. It would be wrong at this level to attempt to correct every error. Instead, the teacher should identify certain errors that are repeated and concentrate on getting them right for the future.

Assessment Method

This module would be assessed using the GETS-HE test Speaking Paper.

SPEAKING	DESCRIPTION
<p>10-14 min</p> <p>5 Parts</p>	<p>Part 1: (2-3 min) Questions on work, study, interests and familiar topics.</p> <p>Part 2: (1 min) Reading aloud-4 sentences.</p> <p>Part 3: (2-3 min) Talk on a given topic for 1 minute or over. Candidate is provided verbal prompts and 30 seconds to prepare.</p> <p>Part 4: (2-3 min) Making comparisons between two pictures on a related theme. Candidate needs to talk for 1-2 minutes.</p> <p>Part 5: (3-4 min) Answering general questions related to the theme of the pictures in Part 4. Candidate is required to provide extended responses and present personal point of view.</p>

Recommended Reading & Resources:

- Teacher-produced/ curated handouts, worksheets, speaking prompts etc.
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- A Course in Language Teaching by Penny Ur (CUP)
- Essential Grammar In Use by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)
- Tree or Three-An Elementary Pronunciation Course by Ann Baker (CUP)
- Sound Foundations – Learning and Teaching Pronunciation by Adrian Underhill (Macmillan)
- Pronunciation Games by Mark Hancock (CUP)

Unit Title:	QAI Level 2 Certificate in English Language - Reading		
Unit Code:	E2 ELP 02R	Mapping:	CEFR Level A2
Credit Value:	2	GLH:	20

Objective

Learners at this level should be able to understand simple notices and information: for example, shopping lists and school timetables. They will be able to decode simple, short printed instructions. They should be able to understand short lesson reports or school subject descriptions on familiar matters, if these are expressed in simple language and the contents are predictable. They should be able to cope with text and graphics combinations, such as road signs and messages on automatic vending or cash machines. They should be able to understand straightforward information within a known area, such as simple school textbooks.

Above all, the language of texts must be entirely concrete and limited to the prescribed lexical list. Sentence length is very important – no sentence should be longer than 15 words as an absolute maximum. Moreover, complex sentences are only acceptable if created with simple conjunctions such as ‘and’ and ‘but.’ This will mean teachers may well be forced to adapt and simplify, so that genuine use of authentic text is very rare at this level.

Learning Outcomes:

To achieve this unit a learner should be able to:

- Read and understand texts in a basic range of everyday situations involving written English.
- Cope with texts based on a general vocabulary of approximately 1000 words and multi-word expressions.
- Read and understand texts of approximately 150 words, in order to employ different basic reading strategies.

Programme Indicative Content:

A. Learning Outcome 1

Read and understand texts in a basic range of everyday situations involving written English.

- Learners should use and demonstrate knowledge of an **active** vocabulary of 1000+ words e.g. the 1000 most commonly used words from the Cambridge English Lexicon; English Vocabulary Profile.

At this level of linguistic competency, an **active** vocabulary of only 1000 words is expected. Learners should refer to the English Vocabulary Profile. Items of vocabulary need to be taught on a daily basis (e.g. five new words a day) and then repeated, recycled and reviewed. At first, it can be assumed that the learners’ active vocabularies will be small and these will need rapid growth. Various strategies can be employed to try and transfer passive to active usage, e.g. own mini dictionaries and word lists, compiled and amended by each student on a daily basis. Lexical items can be stored in lexical sets such as (*months of the year, parts of the body, travel and transport, fruit and vegetable*) etc.

B. Learning Outcome 2

Cope with texts based on a general vocabulary of approximately 1000 words and multi-word expressions.

Learners should be able to

- Explain meanings from text and be able to recognise different types of simple text.
- Respond to printed notices, instructions, personal correspondence, messages and other real-world materials.
- Follow simple texts from websites, newspapers & magazines and answer related questions such as *True/False; multiple-choice; short answers.*
- As a natural progression from the previous learning outcome, simple collocations can be added to single lexis, as well as multi-word expressions, such as phrasal verbs, or verbs accompanied by an appropriate noun: *play tennis/football, read a book/newspaper, watch TV, drive a car, ride a bike* etc. The aim throughout the course is vocabulary building via acquisition from reading and teacher-led input sessions.

C. Learning Outcome 3

Read and understand texts of approximately 150 words or much longer, in order to employ different basic reading strategies.

- Learners should be able to extract knowledge and information from selected texts or those provided by the teacher (i.e. simplified versions of authentic texts) accompanied by related questions.
- Learners should be able to recognise a simple selection of text types and to be able to tackle each of them in different ways. This can be started, for example, by introducing learners to the conventions of headings and subheadings in a newspaper.
- This leads the way to simple awareness of style and formality of language. Learners might be asked to read a selection that includes: a simplified newspaper editorial, a menu, a thank you letter and a list of directions on how to get from A to B.
- It may well be that the learner's L1 has similar conventions of style and formality and that these naturally transfer to L2. However, in cases where the learner is from an aural/oral culture, with less in the way of a literary tradition, the pace will have to be commensurately slower.
- The aim at the end of the course will be to produce learners who are not afraid of tackling new texts (within their abilities). Similarly, they should be comfortable with attempting to recognise basic style and genre (in a very superficial way).

Assessment Method

This module would be assessed using the GETS-HE test Reading Paper.

READING	DESCRIPTION
<p>60 min</p> <p>4 Parts / 32-39 questions</p> <p>Approximate text length:</p> <ul style="list-style-type: none"> - Part 1: 140-160 words <p>or</p> <ul style="list-style-type: none"> - a visual representation of information - Part 2: 350-450 words - Part 3: 500-650 words - Part 4: 600-750 words 	<p>Test-takers are required to respond to questions based on a total reading of approximately 1450 to 2000 words.</p> <p>Task types: Multiple-choice, multiple-choice cloze, matching, short answers, <i>True/False/ Not-given</i> and some other similar objective-type questions.</p> <p>Skills tested: Skimming & scanning skills, reading to understand the main points, reading for specific information, reading for comprehension, reading for detailed factual information, reading to interpret information, attitudes & opinions of writer, reading for gist and overall meaning.</p> <p>Task source: Designed using authentic/adapted, real-world materials such as notices, messages, articles from newspapers, magazines and websites, personal correspondence, encyclopaedia entries, brochures, reports, data information sheets, fiction, advertisements and manuals.</p> <p>No. of questions: A total of 32-39 questions</p> <p>Marking: One or two mark(s) for each correct answer. No negative marking for wrong answers.</p>

Recommended Reading & Resources:

- Teacher-produced/ curated handouts, worksheets, games etc.
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- A Course in Language Teaching by Penny Ur (CUP)
- Essential Grammar In Use by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)
- Reading Games by Jill and Charles Hadfield (Pearson Longman)
- Developing Reading skills: A Practical guide to Reading Comprehension Exercises by Françoise Grellet (CUP)

Unit Title:	QAI Level 2 Certificate in English Language - Writing		
Unit Code:	E2 ELP 02W	Mapping:	CEFR Level A2
Credit Value:	2	GLH:	20

Objective

Learners at this level may be expected to write a very simple written message, or a short, simple 'thank you' note or email to answer specific questions. They should be able to complete basic forms, and write notes for others, which may include details of such things as times, dates and places.

They should be able to write a simple routine request, perhaps for a teacher. However, it is essential to remember that at this level, errors will be frequent, intrusive and, at times, unintelligible. Teaching of writing must include regular work on English spelling so that learners are aware of such problem areas as homonyms, diphthongs, silent letters and words with different meanings. Error correction of written work will need to be personalised and accomplished via 1-to-1 teacher-student sessions.

Simple spelling tests and short sentence dictation can accompany private written work, or as an adjunct to homework and private study.

Learning Outcomes:

To achieve this unit a learner should be able to:

- Write and communicate in a basic range of everyday situations involving the use of English.
- Operate at the sentence level or below, but occasionally will be required to produce text of up to approximately 50 words.
- Write using high frequency general vocabulary and lexicalised grammar.

Programme Indicative Content:

A. Learning Outcome 1

Write and communicate in a basic range of everyday situations involving the use of English

- Learners should be able to demonstrate ability to:
 - write short simple notes and messages
 - write simple e-mails or letters including expressions for greeting, addressing, asking or thanking
 - take notes and copy from text or the whiteboard:
 - Spelling tests
 - Dictation
 - Copying exercises
 - Make bulleted notes from prompts
- Learners must be able to produce short examples of written discourse, of no more than three to five sentences, with fifteen words a maximum sentence length. Sentences will be simple. Use of subject, main verb and object is the aim. Students need to be able to use correctly simple punctuation such as full stops, question marks and capitalisation. More complex sentences should be attempted via such conjunctions as 'and' and 'but.' Spelling must be recognisable for short, simple words.

B. Learning Outcome 2

Operate at the sentence level or below, but occasionally will be required to produce text of up to approximately 20-120 words.

- Learners should be able to answer questions from texts provided by the teacher and those part of the course materials. At first, one word or short answers leading to:
 - Answers to questions using full sentences
 - Rewriting sentences – positive to negative
 - Rewriting sentences – present to past
 - Make statements into questions
- Writing tasks will involve the production of simple, concrete and factual information.
- All writing tasks will have a limited, and clearly defined focus. The topics will always be familiar and wholly accessible. All scaffolding information required for task completion will be provided beforehand. The basic channel of presentation of the learner's work will be by hand. Cursive script is preferred, but if this is unfamiliar or difficult, its lack shouldn't hold a candidate back.

C. Learning Outcome 3

Write using high frequency general vocabulary and lexicalised grammar.

- Classroom activities should involve learners in writing sentences from new lexis:
 - Put a word they may have just learned into a written sentence
 - Answer a question then make it negative
 - Answer a question then change its tense
 - Reverse every adjective: young/old; fat/thin etc.
 - Make lists of synonyms and antonyms
 - Write sentences from these
- Learners will be expected to copy accurately from a whiteboard or from a book, printed sheet or handout. Grammar activities and spelling exercises may be given to reinforce awareness of new vocabulary and use of English and to integrate listening skills into the writing process.
- Learners should be provided opportunities to express their personal point of view in response to familiar issues and general topics based on their knowledge of the world. This should allow free practice with use of vocabulary and grammatical structures that they have acquired. Input materials such as articles, personal correspondence or notices may be used to set up writing tasks, thereby integrating reading skills into the writing process.

Assessment Method

This module would be assessed using the GETS-HE test, Writing Paper.

WRITING	DESCRIPTION
<p>60 min</p> <p>3 Tasks</p> <ul style="list-style-type: none"> - Task 1: 35-40 words - Task 2: 90-120 words - Task 3: 150-180 words 	<p>Task 1: Write a message, note, e-mail or short personal letter.</p> <p>Task 2: Write a report to explain the key points or stages of input data or graphical information and to summarise it.</p> <p>Task 3: Write an essay in response to a problem, point of view or argument. Test-taker will be required to outline the problem, present a solution and an opinion and justify it.</p>

Recommended Reading & Resources:

- Teacher-produced/ curated handouts, worksheets, games, flash-cards etc.
- Keep Writing: Book 1 by Richard Harrison (Longman)
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- A Course in Language Teaching by Penny Ur (CUP)
- Essential Grammar In Use by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)
- Writing by Tricia Hedge (OUP)



Unit Title: QAI Level 2 Certificate in English Language – **Use of English**

Unit Code: E2 ELP 02U **Mapping:** CEFR Level A2

Credit Value: 2 **GLH:** 20

Objective

At this level users are only able to cope in English with rudimentary everyday situations, requiring a wholly predictable use of the language. They would have a repertoire of basic language, which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words. They would be able to produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information and use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. With a limited repertoire of short memorised phrases covering predictable survival situations there could be frequent breakdowns and misunderstandings may occur in non-routine situations.

A great deal of interlocutor input is required in conversation, to assist in basic repair. Errors will be both frequent and obvious in spoken and written discourse, while reading will be restricted to short sentence forms. When producing language, some simple structures would be used correctly, but there may still systematically be some basic mistakes - for example tendency to mix up tenses and forgetting to mark agreement; nevertheless, the message would usually be clear.

Learning Outcomes:

Level 2 learners are expected to demonstrate that they can use language related to a limited range of specific purposes.

- a. Giving and obtaining factual information
 - Personal information
 - Simple non-personal information (such as time and place)
- b. Establishing and maintaining social and professional contacts
 - Meeting people
 - Receiving/accepting invitations
 - Giving thanks and asking about someone's health
- c. Carrying out certain simple transactions
 - Making straightforward contributions in a class lesson
 - Making everyday conversation
 - Shopping

Programme Indicative Content:

There are six broad categories of language functions that define what people do by means of language. Each of these need to be covered appropriately.

- Imparting and seeking basic information
- Expressing simple wants, likes and dislikes
- Getting basic things done
- Elementary socialising
- Responding to questions
- Repairing basic errors

These functions are specified in their order of significance. The user of English at this level will be unable to display much confidence and mastery of the function of imparting and seeking factual information. S/he will show little confidence or mastery of communication repair.

Learners will be expected to deal only with the personal and the concrete non-personal within the following topic areas:

- Personal identification
- House, home and immediate environment
- Daily life and study routines
- Free time, leisure, sport and entertainment
- Travel and transport
- Family and relations with other people
- Describing people
- Body and basic health
- Clothing
- Shops and shopping
- Food and drink preferences
- The local environment in which s/he lives
- Time (hours and minutes, and basic divisions of the hour)
- Some knowledge of dates (the days of the week and some months of the year)
- Seasons, and basic knowledge of the weather

The target grammatical areas include the following:

- Common regular and irregular verbs (especially *to be*, *there is* & *there are*, and *there isn't* & *there aren't*)
- Modal verbs
 - can and can't (used for ability)
 - have

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- A basic range of verb tenses and expressions of future time (including negatives)
 - present simple (states, habits, systems and processes)
 - present continuous/progressive (present actions, future plans and activities)
 - past simple (past events) and expressions of past time
 - future with *going to*
 - Other verb forms
 - imperatives
 - infinitives after verbs and adjectives (with and without *to*)
 - Interrogatives (including interrogative forms of all tenses and modals covered)
 - Yes-No question forms
 - *What* and *What* plus noun
 - *Where* and *When*
 - *Who* and *Which*
 - *How*, *How much*, *How many*
 - *Why*
 - Nouns
 - singular and plural forms
 - countable and uncountable nouns
 - Pronouns
 - personal (subject, object and possessive)
 - impersonal (*it* and *there*)
 - demonstrative (*this* and *that*, *these* and *those*)
 - indefinite (*some*, *any*)
 - Determiners
 - indefinite article plus countable nouns
 - definite article plus countable and uncountable nouns
 - Adjectives
 - colour, size, shape
 - basic numbers
 - possessive adjectives
 - demonstrative adjectives
 - quantitative adjectives
 - Adverbs
 - regular and irregular forms
 - manner (*quickly*, *carefully*)
 - frequency (*often*, *never*, *daily*)
 - degree (*very*)
 - place (*here*, *there*)
 - direction (*right*, *left*)

- Prepositions
 - location (*to, in, on, inside, next to, at, under*)
 - time (*at, on, in, during*)
 - simple prepositions preceding nouns or adjectives (*by bus, for sale, at last*)
- Connectives (*and, but*)

There is no definitive vocabulary list for this level. In terms of lexis, learners should know sufficient vocabulary items (including common collocations and multi-word expressions) appropriate to their personal requirements and compatible with all the above. In general, learners will be expected to have an active vocabulary of approximately 1000 words. Target vocabulary items for testing will be drawn from the key topic areas, such as family, clothing, shops and shopping, leisure activities, school, food and drink. At least the basic items in the following lexical sets should be covered at this level.

- People and family relationships
- Parts of the body and actions
- Words to describe physical appearance
- Words to describe physical feelings and emotions
- Words to describe quantity
- Words to describe quality
- Numbers (1 to 20, then 21 to 100)
- Simple addresses and telephone numbers
- Words to do with telling the time
- Days of the week
- Some months of the year
- Seasons
- Simple direction and orientation
- Colours
- Some simple weights and measures
- Words to do with the classroom
- Parts of a room and parts of a house
- Everyday objects in the home (including furniture)
- Food and drink
- Clothes
- Shops and shopping
- Words to do with leisure activities, facilities and sports
- Names of local cities and own country
- Basic terms for the weather

Assessment Method

This module will be assessed as part of the Reading, Writing, Speaking Test and the Listening papers of the GETS-HE test modules Paper. There would be no separate examination for Use of English.

Recommended Reading & Resources:

- Teacher-produced handouts, worksheets, speaking prompts and the like.
- Grammar Practice Activities by Penny Ur (CUP)
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- Grammar Games: Cognitive affective and drama activities for EFL by Mario Rinvolucri (CUP)
- Essential Grammar In Use by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)
- Grammar for English Language Teachers by Martin Parrott (CUP)

