



# **QAI Level 3 Certificate in English Language** (Mapped to CEFR B1 level)

**E3ELP03**

**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 21<sup>st</sup> century.

QAI programmes, courses, qualifications and assessments are available worldwide through a network of 'QAI Approved Centres'.

QAI has invested into technology based learning solutions, such as Learning Management System (LMS), ePortfolio system, Centre Management System, On-line Marking System, Secure Examination Management System (including biometric, bar code enabled features and exam day photography) etc. and continues to invest in upgrading the platform, with customisation for use on Post-Laptop, Mobile and Handheld devices.

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](http://www.qai.uk.com)

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Specification code: E3ELP03

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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 | Level Certificates (sub-levels 1 to 3), ESOL Skills for Life, Functional Skills 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 B1
- 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 3 Certificate in English Language (E3ELP03C) 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 title – <i>all units are compulsory</i>                        | Level | Credit Value | GLH        |
|--------------|---|-------|--------------|------------|
| E3 ELP 03L   | QAI Level 3 Certificate in English Language – <b>Listening</b>      | 3     | 2            | 20         |
| E3 ELP 03S   | QAI Level 3 Certificate in English Language – <b>Speaking</b>       | 3     | 2            | 20         |
| E3 ELP 03R   | QAI Level 3 Certificate in English Language – <b>Reading</b>        | 3     | 2            | 20         |
| E3 ELP 03W   | QAI Level 3 Certificate in English Language – <b>Writing</b>        | 3     | 2            | 20         |
| E3 ELP 03U   | QAI Level 3 Certificate in English Language – <b>Use of English</b> | 3     | 2            | 20         |
| <b>Total</b> |   |       | <b>10</b>    | <b>100</b> |

#### 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 B1, must be able to demonstrate language proficiency skills at Level A2. 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 high education, employment, professional life, where English is used as a medium of instructions 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 the learner is 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 21<sup>st</sup> 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.

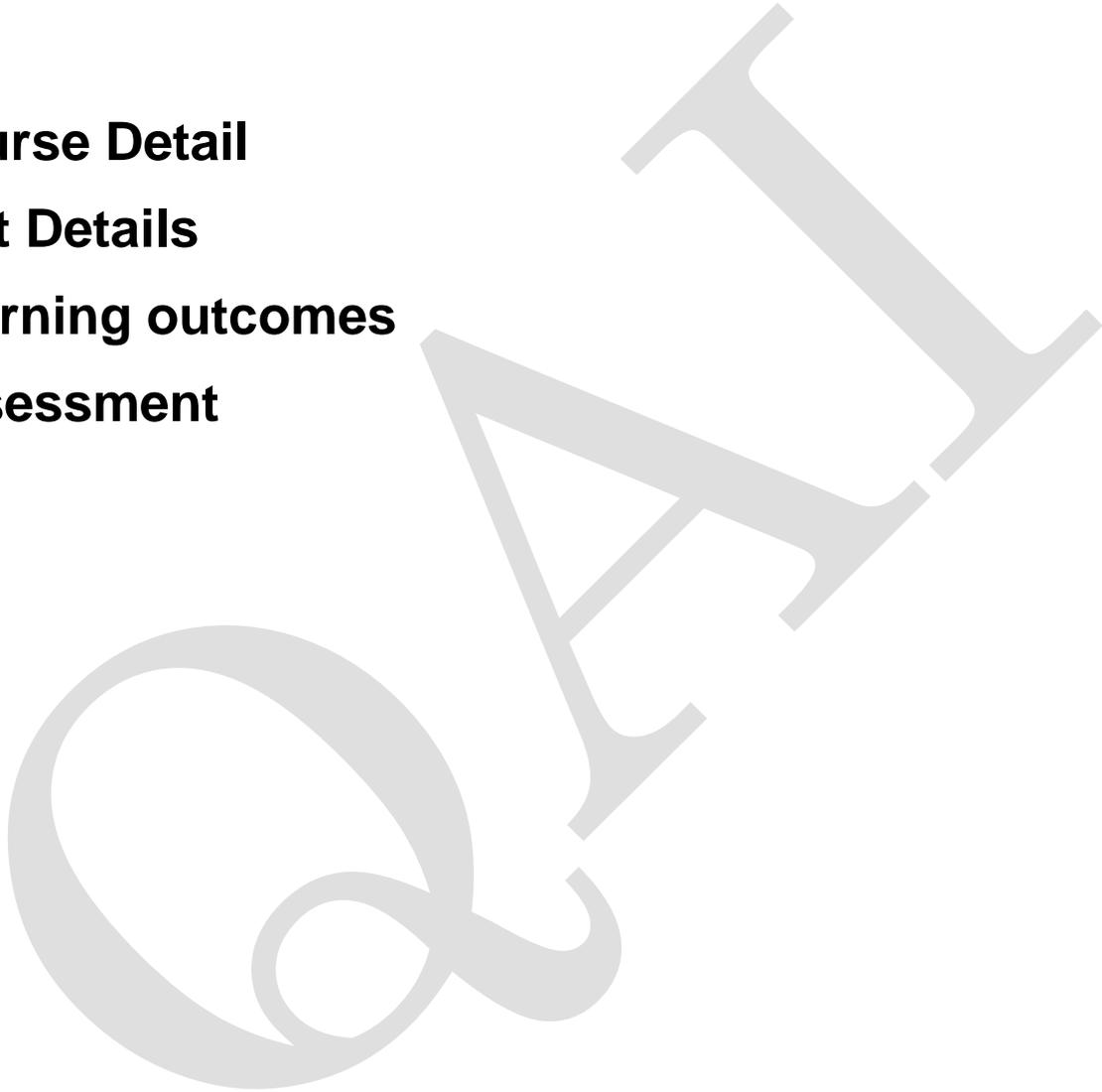
Details of the test format, timing and contents are available in the Assessment Section of this specification document.

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 should be used for formative assessment. 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 3 Certificate in English Language

**Course Code:** E3 ELP 03      **Mapping:** CEFR Level B1

**Credit Value:** 10      **GLH:** 100

**CEFR Level B1 Can-do summary:**

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure etc.

Can deal with most situations likely to arise while travelling in an area where the language is spoken.

Can produce simple connected text on topics which are familiar or of personal interest.

Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations of opinions and plans.

| <b>Ability</b>   | <b>Reading</b>  | <b>Writing</b>   | <b>Listening</b>  | <b>Speaking</b>   |
|--|---|--|---|---|
| Can use a moderate range of English, sufficient for most practical needs and personal conversations. | Can understand texts that consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters. | Can write simple connected text on topics which are familiar or of personal interest.<br><br>Can write personal letters describing experiences and impressions | Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.<br><br>Can understand the main point of many radio or TV programmes on current affairs when the delivery is relatively slow and clear. | Can deal with most situations needing basic English and can enter unprepared into conversation on topics that are familiar or of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). |

## Summary of the Syllabus at QAI Level 3

### Use of English

#### Learn how to use:

- past perfect simple and continuous
- the past continuous for unfulfilled promises (*I was going to.. but..*)
- the present simple with future reference
- the passive voice in different tenses
- reported speech
- statements, commands and questions, *say* vs. *tell*
- tag questions
- the third conditional
- *if only / I wish* + past perfect
- *if* and *unless*
- verbs which can be transitive or intransitive
- verb + *(to)* infinitive or *-ing*
- defining relative clauses
- *could* and *be able to*
- Modal and semi-modal verbs: *could / might / will* , *needn't have* and *didn't need to* , *had better*
- *used to* and *would*
- *-ed* and *-ing* adjectives (*amazed / mazing*)
- *make* and *let*
- *be used to* and *get used to*
- *would rather / prefer*
- *look* and *look like*, *feel like*

## Speaking

### Learn to:

- start, maintain and close simple face-to-face conversation on familiar topics
- deal with most situations when making travel arrangements or travelling
- ask for and follow detailed directions
- express and respond to feelings such as surprise, happiness, sadness, interest or indifference
- give or seek personal opinions
- agree or disagree with someone politely
- narrate a story
- give detailed accounts of experiences, describing feelings and reactions
- describe dreams, hopes and ambitions
- relate the plot of a book or film and describe your reactions
- paraphrase short written passage

## Listening

### Understand:

- clearly articulated speech when directed at learner, though may have to ask for repetition
- follow the main points of extended discussion, if clearly articulated in standard dialect
- short narratives, and be able to guess what comes next
- clearly expressed radio news bulletins on topics of personal interest
- the main points of TV programmes on familiar topics
- simple technical information such as instructions

## Reading

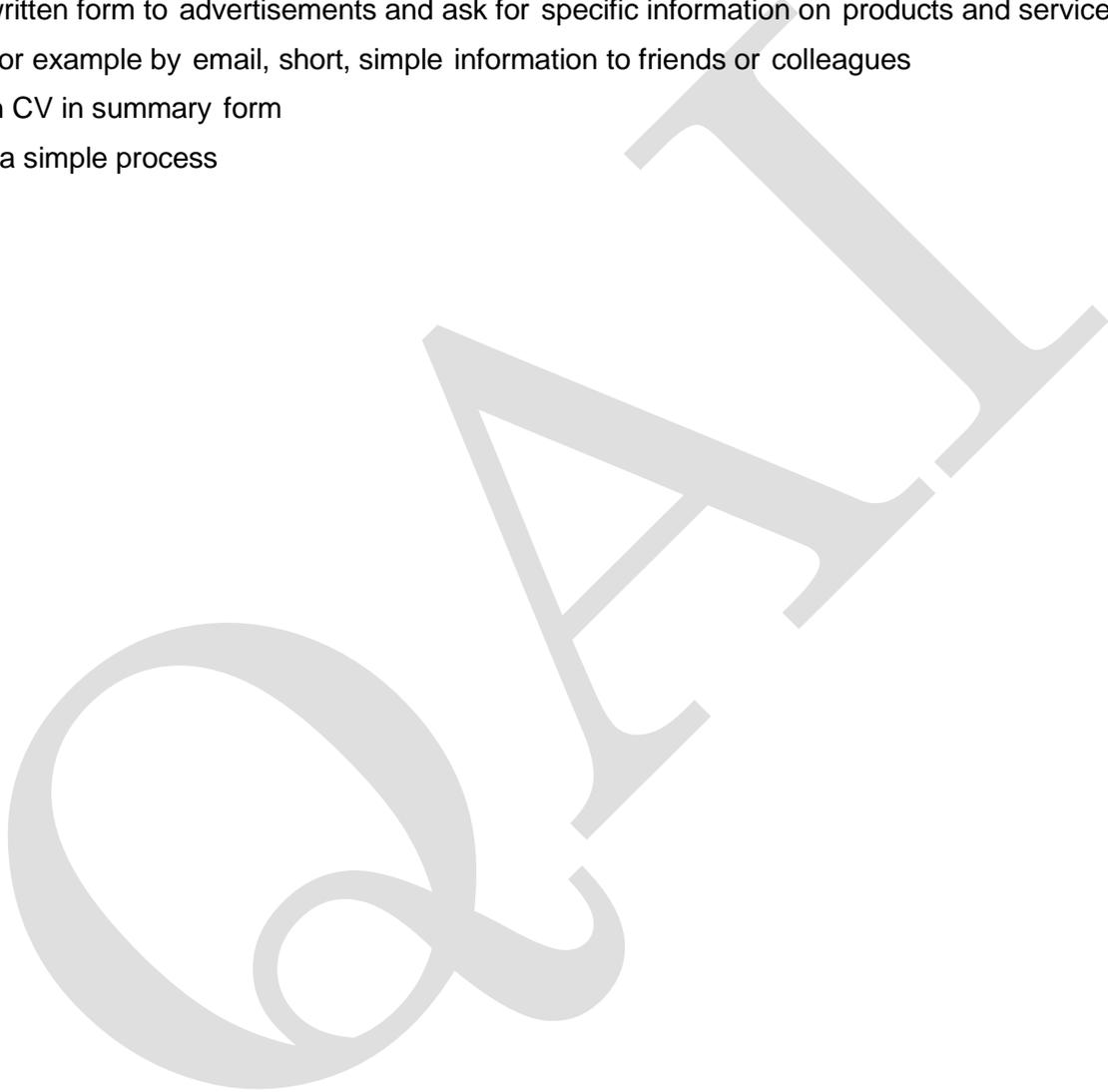
### Understand:

- the main points in short newspaper articles
- the overall meaning of columns or interviews in the press
- the meaning of unknown words and phrases from the context
- how to use different reading techniques such as skimming and scanning to get relevant information
- the most important information in short everyday information brochures
- the plot of a clearly structured story and recognise the significance of events

## Writing

### Learn to:

- write simple texts on a range of topics within field of interest or experience
- express personal views and opinions in writing
- write personal letters asking for or giving news and narrating events
- describe the plot of a film or book or describe a concert
- express feelings in writing such as grief, happiness, interest, regret or sympathy
- reply in written form to advertisements and ask for specific information on products and services
- convey, for example by email, short, simple information to friends or colleagues
- write own CV in summary form
- describe a simple process



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|                      |  |                 |               |
|----------------------|--|-----------------|---------------|
| <b>Unit Title:</b>   | QAI Level 3 Certificate in English Language – <b>Listening</b> |                 |               |
| <b>Unit Code:</b>    | E3 ELP 03L   | <b>Mapping:</b> | CEFR Level B1 |
| <b>Credit Value:</b> | 2  | <b>GLH:</b>     | 20            |

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## Objective

In social and travel contexts, learners at this level can cope well enough to take part in a routine conversation on predictable topics to deal with most situations which might arise during a stay in a hotel. They can understand the general outline of a guided tour, the general meaning of a TV broadcast, and a simple phone message, but in each case the topic must be predictable and familiar.

In the workplace, users can take a routine order and deal with a predictable request from a visitor; for example, a request for a taxi to be called. They can take part in exchanges of opinions on familiar, predictable matters.

If studying, users at this level can understand basic parts of a lecture and take a limited part in a seminar or tutorial, but only if allowances are made for the presence of non-native speakers. They can also understand simple instructions given in class, or as part of an assignment given by a teacher or lecturer.

### Learning Outcomes:

To achieve this unit a learner should be able to:

- Listen and understand in a basic range of everyday situations involving native speakers of English.
- Know a variety of essential listening functions including instructions, directions, messages, announcements, broadcasts, service encounters and discussions.
- Cope with listening tasks where the input is normally between 80 and 120 words a minute.

### Programme Indicative Content:

#### A. Learning Outcome 1

*Listen and understand in a basic range of everyday situations involving native speakers of English.*

- Learners need to demonstrate ability to listen and comprehend, teacher-led, recorded or student led tasks.
- There should be a clear distinction made between listening (and responding) for comprehension, and listening for specialist knowledge. For example, there are no railway systems in certain countries, yet listening examinations may require students to answer questions on booking a train ticket in London. The issue is understanding and responding to buying a ticket (or reading a timetable). There is no requirement to know anything about trains. This is what is meant by unfamiliar topics, accessed via everyday content. Learners at this level need some first exposure to the unfamiliar, in order to gain confidence in their ability to manipulate the target language.

#### B. Learning Outcome 2

*Know a variety of essential listening functions including instructions, directions, messages, announcements, broadcasts, service encounters and discussions.*

- Learners should be able to utilize and learn from prepared prompts and materials e.g. Realia from:
  - Radio announcements
  - Pre-recorded airport simulations
  - Dialogues giving directions (S-S)
  - Simulated telephone conversations (S-S, T-S)

- Learners will apply listening skills to realistic (authentic) situations. Listening to a taped news broadcast (and thereafter answering questions on what has been heard) is a typical example. However, things need not be technical. If two students, or one student and the teacher, sit back to back and keep their faces forward at all times, they will be able to hear, but not see each other. This is a simple way of practising telephone skills.

### C. Learning Outcome 3

*Cope with listening tasks where the input is normally between 80 and 120 words a minute.*

- Learners should be able to respond and react to taped radio / TV news broadcasts in English.
- Using real dialogues (or producing more realistic recordings in-house) introduces learners to real speech (and thus, prepares them to cope with it).
- At this level, students are required to hear different ways of speaking English. Accents are common in every country where English is the mother tongue and it is realistic (and appropriate) for learners only to hear different accents and not just the British. Accents chosen need not be unintelligible; neither will the speakers talk too quickly to be comprehended. However, it is essential for learners to be familiar with a range of voices (and from both sexes).

### Assessment Method

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

| LISTENING  | DESCRIPTION   |
|--|---|
| <p>Approximately <b>45 min</b></p> <p><b>4 Parts / 35-39 questions</b></p> | <p><b>Task types:</b> 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><b>Skills tested:</b> 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><b>Task source:</b> Designed using authentic, adapted or real-world listening tracks such as talks, discussions, telephone conversations, announcements, radio programmes and interviews.</p> <p><b>No. of questions:</b> A total of 35-39 questions.</p> <p><b>Marking:</b> 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
- Ship or Sheep? An intermediate 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 (all levels) by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)



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|                      |   |                 |               |
|----------------------|---|-----------------|---------------|
| <b>Unit Title:</b>   | QAI Level 3 Certificate in English Language – <b>Speaking</b> |                 |               |
| <b>Unit Code:</b>    | E3 ELP 03S  | <b>Mapping:</b> | CEFR Level B1 |
| <b>Credit Value:</b> | 2   | <b>GLH:</b>     | 20            |

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### Objective

In social and travel contexts, users at this level can buy goods in counter service shops, and order a meal in a restaurant, asking questions about the dishes on the menu and the services (such as use of credit cards) available. They can book a hotel room over the phone, and deal with most situations likely to arise while staying in a hotel. They can deal with a small number of routine situations in a bank, and ask questions about post-office services. They can make a medical appointment over the phone, and give a simple explanation of a problem to a doctor, dentist or pharmacist. As tourists, they can get standard information from a Tourist Information Office, and understand the main points of a guided tour, asking some simple questions for further information.

In the workplace, they can exchange opinions with colleagues as long as the topic is predictable, pass on messages and offer advice to clients within their own area of expertise.

If studying, they can ask simple questions, for example, for clarification, and take a limited part in a seminar or tutorial.

### Learning Outcomes:

To achieve this unit a learner should be able to:

- Speak and communicate in a basic range of everyday situations involving both native and non-native speakers of English.
- Use a range of speaking purposes for everyday performance needs (involving both routine skills and improvisation skills).
- Know how to interact, by conversing spontaneously under normal time constraints and with comprehensible pronunciation.

### Programme Indicative Content:

Learners at this level should be able to use a moderate range of language, sufficient for most practical needs and personal conversation. In more demanding situations, such as expressing or understanding opinions or having discussions, there could be fairly frequent hesitations and grammatical mistakes, which could cause communication problems.

### A. Learning Outcome 1

*Speak and communicate in a basic range of everyday situations involving both native and non-native speakers of English*

- Learners at this level will need to demonstrate ability to speak and interact vocally via
  - Group and pair work in class, monitored by the teacher
  - Dialogue with an interlocutor
  - Observed pair work
- While the aim of all English courses is to increase both fluency and accuracy, at this level of vocal interaction, fluency has priority. In conversation, the aim is to produce clear and confident speech, so that real dialogue can be seen and measured between a student and an interlocutor.
- Topics and grammatical complexity may be simple, and errors may intrude, but as long as these do not impede genuine communication, they are to be tolerated. Vocabulary will be restricted and pronunciation occasionally awry, but as long as the message is conveyed (and it must be remembered that in dialogue, listening skills are of equal importance) this is the most important factor. With a cooperative conversation partner, however, discussion of less concrete topics is usually possible. [They may speak with a strong accent which could often make them difficult to be understood.]
- Learners should also be able to demonstrate awareness of elementary turn-taking in conversation and the ability to stay on task, with regard to discussion of a single topic. This will require the ability to use simple discourse markers and other linking devices and speech act conventions.

### B. Learning Outcome 2

*Use a range of speaking purposes for everyday performance needs (involving both routine skills and improvisation skills)*

- Learners should be able to:
  - start, maintain and close simple face- to -face conversation on familiar topics
  - deal with most situations when making travel arrangements or travelling
  - ask for and follow detailed directions
  - express and respond to feelings such as surprise, happiness, sadness, interest or indifference
  - give or seek personal opinions
  - agree or disagree with someone politely
  - narrate a story
  - give detailed accounts of experiences, describing feelings and reactions
  - describe dreams, hopes and ambitions
  - relate the plot of a book or film and describe your reactions
  - paraphrase short written passages orally
  - describe and compare objects or pictures

- Lengthy spoken discourse is unrealistic at this level. However, candidates should be able to contribute meaningfully in a 2-3 minute dialogue or maintain a solo narrative of up to 90 seconds in length.
- Learners should demonstrate confidence in speaking about certain subject areas, such as their home and family environment, basic likes and dislikes, hobbies and interests and, very generally, about their workplace. As with reading, high-frequency active vocabulary should consist of approximately 2000 words, used with a fair degree of accuracy.

### C. Learning Outcome 3

*Know how to interact, by conversing spontaneously under normal time constraints and with comprehensible pronunciation*

- Learners should be able to explain and converse, demonstrating:
  - confidence and an adequate vocabulary
  - the ability to improve over time in class and via group/pair work the ability to articulate clearly
- Learners should be able to describe a scene (from a picture prompt) or from something that is a familiar memory. Dialogue will consist mainly of questions and answers or simple statements of fact, at this level. Most use of spoken language will be literal and concrete. There is no expectation of abstraction or use of figurative speech. Any knowledge and use of idioms or expressions will be considered a bonus. Students will practice specific pronunciation. Additionally, choral drilling (of strictly limited duration) should be practised. Students should be made aware of English phonemes (such as the “schwa”: ə) when reading aloud. Classroom reading aloud is only to be recommended for confident students, although one-to-one practice (student – teacher: S-T) can be of value, too.

### Assessment Method

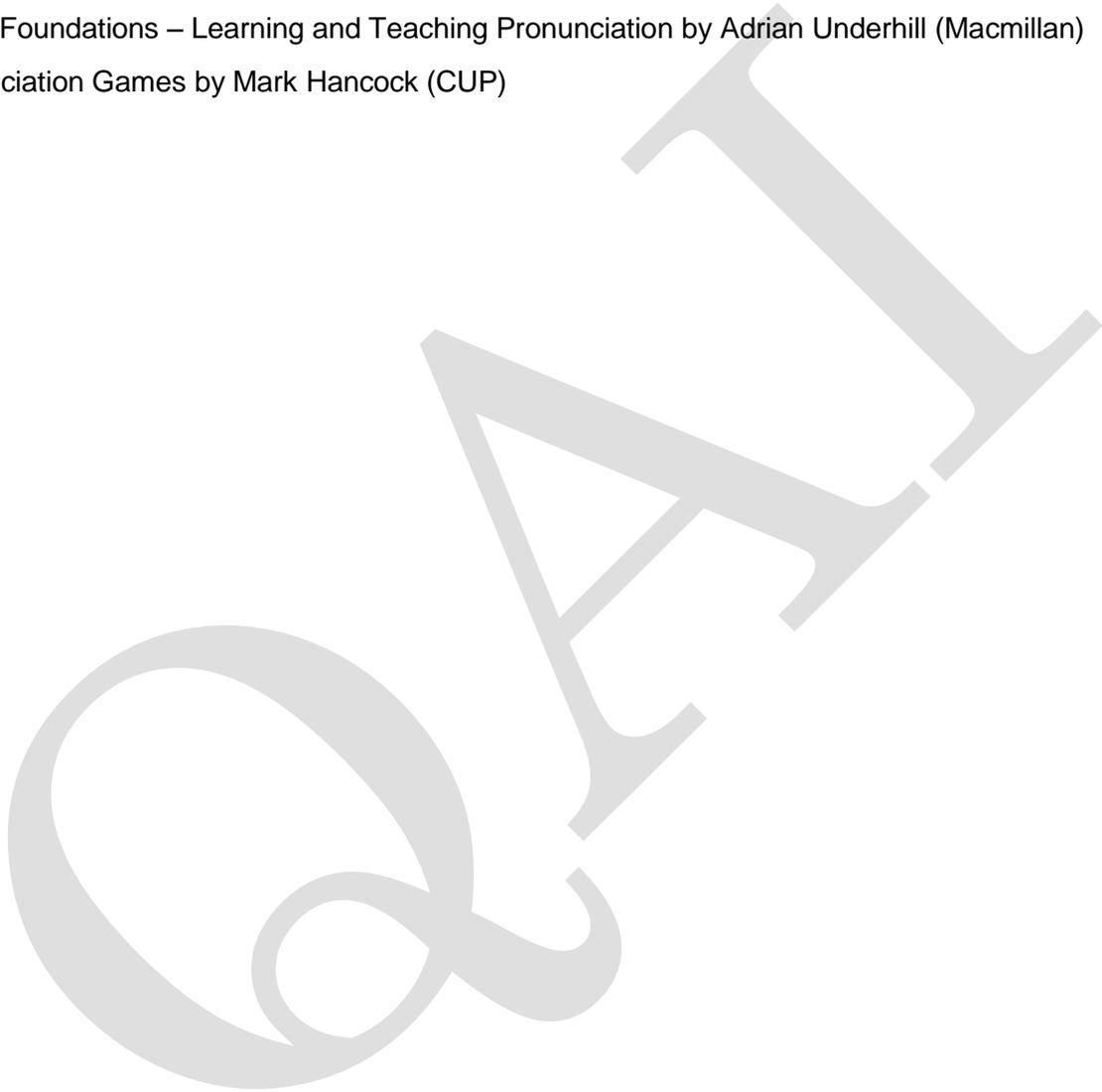
This module would be assessed using the GETS-HE test Speaking module.

| SPEAKING                                      | DESCRIPTION  |
|---|--|
| <p><b>10-14 min</b></p> <p><b>5 Parts</b></p> | <p><b>Part 1:</b> (2-3 min) Questions on work, study, interests and familiar topics.</p> <p><b>Part 2:</b> (1 min) Reading aloud-4 sentences.</p> <p><b>Part 3:</b> (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><b>Part 4:</b> (2-3 min) Making comparisons between two pictures on a related theme. Candidate needs to talk for 1-2 minutes.</p> <p><b>Part 5:</b> (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> |

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**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 (all levels) 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)



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**Unit Title:** QAI Level 3 Certificate in English Language – **Reading**

**Unit Code:** E3 ELP 03R                      **Mapping:** CEFR Level B1

**Credit Value:** 2                                **GLH:** 20

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### Objective

In social and travel contexts, learners at this level can understand most of the language on an ordinary menu, routine letters and forms, adverts and brochures related to new products or forms of entertainment. They can understand most labels on everyday medical and food products, and follow simple instructions for use of medicines and cooking instructions found on food packaging. As a general point, they can distinguish between personal and promotional mail from institutions such as schools, and get the general meaning of simple articles in newspapers or promotional leaflets produced by shops or online.

In school, they can read and act on standard letters which fall within known subject areas. If given enough time, they can understand a report on a familiar topic. Instructions and product descriptions are also within the range of understanding at this level, provided that the language is simple and the subject matter predictable. When studying and reading, speed for longer texts is likely to be slow.

They can understand a graphic presentation of a familiar topic, as long as not much text is involved.

They can extract information from a textbook or article, if it is presented in simplified form, or if they are given plenty of time, and can make use of support materials such as dictionaries.

### Learning Outcomes:

To achieve this unit a learner should be able to:

- a. Read and understand words in a basic range of everyday situations involving written English.
- b. Recognize text types, selected from a range of accessible and culturally appropriate everyday narrative, factual, procedural, or interactional texts. However, narrative and factual texts will predominate.
- c. Know how to cope with texts of sufficient length to permit the use of appropriate strategies for both expeditious and close reading.

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**Programme Indicative Content:****A. Learning Outcome 1**

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

- Learners should be able to use and demonstrate knowledge of an active vocabulary of 2000+ words e.g. the 2000 most commonly used words from the Cambridge English Lexicon; English Vocabulary Profile.
- At this level of linguistic competency, an active vocabulary of 2000 words is essential.

Research on vocabulary acquisition (most notably, by I.S.P. Nation in the 1990s) states that a vocabulary of 2000 words enables you to understand 86% of any text. Items of vocabulary need to be taught on a daily basis (e.g. five new words a day) and then repeated, recycled and reviewed. Nation states that new vocabulary items need to be taught at least three times, if they are to become part of an individual's lexical set. Rather than acquire this in isolation, it is better to teach new vocabulary in context – e.g. from a reading comprehension. Recycling and review (making passive into active vocabulary) will involve students producing their own sentences with the new word(s) in them. Best practice recommends writing not just one sentence, but at least three.

**B. Learning Outcome 2**

*Recognize text types, selected from a range of accessible and culturally appropriate everyday narrative, factual, procedural, or interactional texts. However, narrative and factual texts will predominate.*

- Learners should be able to:
  - Explain meanings from text and be able to recognize different types of text
  - Be able to identify narrative and factual texts on a variety of topics
  - Be able to read for comprehension and for detailed factual information
- They should receive practice in reading and responding to prepared texts. As with new vocabulary acquisition, new or unfamiliar grammatical structures are not practiced well in isolation.

**C. Learning Outcome 3**

*Know how to cope with texts of sufficient length to permit the use of appropriate strategies for both expeditious and close reading.*

- Learners should be able to extract knowledge and information from texts by: reading for gist, skimming and scanning, etc. e.g. articles from newspapers and magazines, work-related documentation, instruction or guide books.
- Familiarity with different text lengths and types enables students to recognize different styles and forms of written language. Knowledge of columns and headings on a newspaper page, for example (as well as where stories are 'placed' within a newspaper) give a great deal of information to the reader before even attempting to cope with the content. Students must also be aware of where to find specific information from different texts: the location of a web page in an advertisement is a good example. Moreover, as much reading today is itself done online, students need a good knowledge of how to negotiate around websites, order items by e-shopping and so on.

- Students must learn to read for the general impression of a text (reading for gist) as well as being able to search for specific information (skimming and scanning). Students must be aware of tone, formality, use of jargon and slang. Some practice in reading for the writer's opinion and attitude should be included. These are sub-skills that will be developed at higher levels, but the foundations need to be laid down here.

### Assessment Method

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

| READING   | DESCRIPTION   |
|---|---|
| <p><b>60 min</b></p> <p><b>4 Parts / 32-39 questions</b></p> <p>Approximate text length:</p> <ul style="list-style-type: none"> <li>- Part 1: 140-160 words</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>- a visual representation of information</li> <li>- Part 2: 350-450 words</li> <li>- Part 3: 500-650 words</li> <li>- Part 4: 600-750 words</li> </ul> | <p>Test-takers are required to respond to questions based on a total reading of approximately 1450 to 2000 words.</p> <p><b>Task types:</b> Multiple-choice, multiple-choice cloze, matching, short answers, <i>True/False/ Not-given</i> and some other similar objective-type questions.</p> <p><b>Skills tested:</b> Skimming &amp; 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 &amp; opinions of writer, reading for gist and overall meaning.</p> <p><b>Task source:</b> 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><b>No. of questions:</b> A total of 32-39 questions</p> <p><b>Marking:</b> 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 (all levels) 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 Francoise Grellet (CUP)

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**Unit Title:** QAI Level 3 Certificate in English Language – **Writing**

**Unit Code:** E3 ELP 03W                      **Mapping:** CEFR Level B1

**Credit Value:** 2                                      **GLH:** 20

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### Objective

In social and travel contexts, users at this level can write short notes and messages and simple personal letters of a narrative or descriptive type, such as thank-you letters and post cards. In the workplace, they can write a short note of request and record a routine order. They can make notes during a meeting for their own purposes, and write a straightforward routine letter, although this will need to be checked by a colleague.

If studying, they can write down some information at a lecture, provided extra time is given for this. They can take notes from written sources, though these may well contain inaccuracies. They can write a simple narrative.

### Learning Outcomes:

To achieve this unit a learner should be able to:

- a. Write and communicate in a basic range of everyday situations involving the use of English.
- b. Perform writing tasks based upon realistic simulations.
- c. Know how to write comfortably at the sentence level, but also be able to tackle single, short structured paragraphs, of up to approximately 100 words.

### Programme Indicative Content:

#### A. Learning Outcome 1

*Write and communicate in a basic range of everyday situations involving the use of English such as:*

- write simple texts on a range of topics within their field of interest or experience
  - express personal views and opinions in writing
  - write personal letters asking for or giving news and narrating events
  - describe the plot of a film or book or describe a concert
  - express feelings in writing such as grief, happiness, interest, regret or sympathy
  - reply in written form to advertisements and ask for specific information on products and services
  - convey, for example by email, short, simple information to friends or colleagues
  - write their CV in summary form
  - describe a picture or pictorial information
  - describe the main stages of a process
- Learners must be able to produce short letters, simple forms, memos, postcards, messages, notes, notices, simple sets of directions or instructions.
  - Sentences need only be simple and short. Use of subject, main verb and object is expected, plus correct use of punctuation for full stops and capitalization. More complex sentences may be attempted via conjunctions such as 'and' and 'but.' Basic cohesive devices (e.g. anaphoric referents, such as 'it,' 'they,' personal pronouns, etc.) should be employed to ensure text is coherent, logical and progressive. Spelling must be accurate for short, simple words and at least recognizable for more complex lexical items. Both spelling conventions (UK or US) are acceptable.

#### B. Learning Outcome 2

*Perform writing tasks based upon realistic simulations.*

- Learners should be able to produce answers to realistic questions in writing.

- Writing tasks should involve the production of mainly concrete and factual information, but may also elicit very simple opinions, attitudes, feelings and wishes.
- All writing tasks need to have a specific, and clearly defined focus. The topics could be both personal and non-personal. Furthermore, they will either be familiar or unfamiliar, but accessible. All information required for task completion should be provided beforehand. The time available for all writing tasks within the classroom environment, should permit planning, drafting and final editing. The basic channel of presentation will be joined handwriting (cursive script) but this does not preclude the use of computer keyboarding if facilities allow, and is part of the requirements of a specific institution, where learning is taking place.

### C. Learning Outcome 3

*Know how to write comfortably at the sentence level, but also be able to tackle single, short structured paragraphs, of up to approximately 100 words.*

- At this level, learners should be able to:
  - work together in groups to produce text that is then written down by an elected 'scribe' from each group
  - produce handouts/worksheets of bullet points or an itemized list that must be turned into a cohesive piece of discourse
- Learners will be expected to copy accurately from a whiteboard or from a book, printed sheet or handout. Student-produced text must be clearly legible, both for the classroom teacher, and for the examiner. Short dictation or spelling exercises may be given to reinforce awareness of new vocabulary and to integrate listening skills into the writing process.
- Timed practice of all activities is to be encouraged from the beginning.

### Assessment Method

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

| WRITING   | DESCRIPTION   |
|---|---|
| <b>60 min</b><br><b>3 Tasks</b><br>- Task 1: 35-40 words<br>- Task 2: 90-120 words<br>- Task 3: 150-180 words | <b>Task 1:</b> Write a message, note, e-mail or short personal letter.<br><b>Task 2:</b> Write a report to explain the key points or stages of input data or graphical information and to summarise it.<br><b>Task 3:</b> 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. |

### 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 (all levels) by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)
- Writing by Tricia Hedge (OUP)

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**Unit Title:** QAI Level 3 Certificate in English Language – **Use of English**

**Unit Code:** E3 ELP 03U                      **Mapping:** CEFR Level B1

**Credit Value:** 2                                **GLH:** 20

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### Objective

level 3 users have a moderate range of language, sufficient for most practical needs and personal conversation. In more demanding situations, such as expressing or understanding opinions or having discussions, there are fairly frequent hesitations and grammatical mistakes, which can cause communication problems. With a cooperative conversation partner, however, discussion of less concrete topics is usually possible. [S/he speaks with a strong accent which can often make him/her difficult to understand.]

At this level learners will be able to use enough language to get by, with sufficient vocabulary to express oneself with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations may cause repetition and even difficulty with formulation at times. They would be able to communicate with reasonable grammatical accuracy in familiar contexts; have generally good control though with noticeable mother tongue influence. Errors may occur, but would not impede the meaning.

### Learning Outcomes:

Learners should be able to show good control of elementary vocabulary but major errors may still occur when expressing more complex thoughts or when handling unfamiliar topics and situations. They would use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. Pronunciation would be clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

To achieve this unit a learner should be able to use:

- past perfect simple and continuous
- the past continuous for unfulfilled promises (*I was going to.. but..*)
- the present simple with future reference
- the passive voice in different tenses
- reported speech - statements, commands and questions, *say* vs. *tell*
- tag questions
- the third conditional
- *if only / I wish* + past perfect
- *if* and *unless*
- verbs which can be transitive or intransitive
- verb + (to) infinitive or –ing
- defining relative clauses
- *could* and *be able to*
- Modal and semi-modal verbs: *could / might / will, needn't have* and *didn't need to, had better used to* and *would*
- -ed and –ing adjectives (*amazed / amazing*)
- *make* and *let*
- *be used to* and *get used to*
- *would rather / prefer*
- *look* and *look like, feel like*

**Programme Indicative Content:**

- Learners at Level 3 will be able to transact meaning within the following topic areas:
  - Clothes
  - Daily life
  - Education
  - Entertainment and media
  - Environment
  - Food and drink
  - Free time
  - Health, medicine and exercise
  - Hobbies and leisure
  - House and home
  - Language
  - People
  - Personal feeling, opinions and experiences
  - Personal identification
  - Places and buildings
  - Relations with other people
  - Services
  - Shopping
  - Social interaction
  - Sport
  - The natural world
  - Transport
  - Travel and holidays
  - Weather
  - Work and jobs

- Learners should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. To this end they should be able to use English for the following language functions and tasks:
  - asking and answering questions about personal possessions
  - asking and giving/refusing permission to do something
  - asking for and giving information about routines and habits
  - asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.
  - asking for and giving simple information about places
  - asking for and giving the spelling and meaning of words
  - asking for and giving travel information
  - asking for repetition and clarification
  - asking the way and giving directions
  - buying and selling things (costs, measurements and amounts)
  - changing the topic
  - checking on meaning and intention
  - counting and using numbers
  - criticising and complaining
  - describing education, qualification and skills
  - describing personal appearance and qualities of people
  - describing simple processes
  - drawing simple conclusions and making recommendations
  - expressing and disagreement, and contradicting people
  - expressing and responding to thanks
  - expressing degrees of certainty and doubt
  - expressing (in)ability in the present and in the past
  - expressing needs and wants
  - expressing obligation and lack of obligation
  - expressing opinions and making choices
  - expressing preferences likes and dislikes (especially about hobbies and leisure activities)
  - expressing purpose, cause and result and giving reasons
  - following and giving simple instructions
  - giving advice
  - giving and responding to invitations
  - giving warnings and prohibitions
  - greeting people and responding to greetings (in person and on the phone)
  - helping others to express their ideas
  - identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
  - identifying and describing simple objects (shape, size, weight, colour, use, etc)
  - interrupting a conversation politely
  - introducing oneself and other people
  - making and granting/refusing simple requests

- making and responding to apologies and excuses
- making and responding to offers and suggestions
- making comparisons and expressing degrees of difference
- making predictions
- paying compliments
- persuading and asking/telling people to do something
- reporting what people say
- re-stating what has been said
- resuming or continuing the topic
- starting a new topic
- sympathizing
- talking about food and ordering meals
- talking about future of imaginary situations
- talking about future plans or intentions
- talking about how to operate things
- talking about (im)probability and (im)possibility
- talking about one's health
- talking about past events and states in the past, recent activities and completed actions
- talking about physical and emotional feelings
- talking about the weather
- talking about what people are doing at the moment
- understanding and completing forms and writing letters providing personal details
- understanding and producing simple narratives
- understanding and writing diaries and letters giving information about everyday activities
- understanding simple signs and notices
- The targetted grammatical areas include:
  - **Adjectives**
    - Colour, size, shape, quality, nationality
    - Predicative and attributive
    - Cardinal and ordinal numbers
    - Possessive: *my, your, his, her, etc.*
    - Demonstrative: *this, that, these, those*
    - Quantitative: *some, any, many, much, a few, a lot of, all, other, every, etc.*
    - Comparative and superlative forms (regular and irregular): (not) *as...as, not...enough to, too...to*
    - Order of adjectives
    - Participles as adjectives
    - Compound adjectives

- **Adverbs**
  - Regular and irregular forms
  - Manner: *slowly, carefully, etc.*
  - Frequency: *often, never, twice a day, etc.*
  - Definite time: *now, last week, etc.*
  - Indefinite time: *already, just, yet, etc.*
  - Degree: *very, too, rather, etc.*
  - Place: *here, there, etc.*
  - Directions: *left, right, along, etc.*
  - Sequence: *first, next, etc.*
  - Sentence adverbs: *too, either, etc.*
  - Pre-verbal, post-verbal and end-position adverbs
  - Comparative and superlative forms (regular and irregular)
- **Conditional sentences**
  - First conditional
  - Second conditional
  - Third conditional
- **Connectives**
  - *and, but, or, either ... or*
  - *when, while, until, before, after, as soon as*
  - *where*
  - *because, since, as, for*
  - *so that, (in order) to*
  - *so, so... that, such... that*
  - *if, unless*
  - *although, while, whereas*
- **Determiners**
  - *a + countable nouns*
  - *the + countable/uncountable nouns*
- **Interrogatives**
  - What, What (+ noun)
  - Where; When
  - Who; Whose; Which
  - How; How much; How many; How often; How long etc.
  - Why

▪ **Modals**

- *can* (ability; requests; permission)
- *could* (ability; possibility; polite requests)
- *would* (polite requests)
- *will* (offer)
- *shall* (suggestion; offer)
- *should* (possibility)
- *might* (possibility)
- *have* (got) to (obligation)
- *ought to* (obligation)
- *must* (obligation)
- *mustn't* (prohibition)
- *need* (necessity)
- *needn't* (lack of necessity)
- *used to* + infinitive (past habits)

▪ **Nouns**

- Singular and plural (regular and irregular forms)
- Countable and uncountable nouns with *some* and *any*
- Abstract nouns
- Compound nouns
- Complex noun phrases
- Genitive: 's & s'
- Double genitive: a friend of theirs

▪ **Prepositions**

- Location: *in, on, inside, next to, at* (home), etc.
- Time: *at, on, in, during*, etc.
- Direction: *to, into, out of, from*, etc.
- Instrument: *by, with*
- Miscellaneous: *like, as, due to, owing to*, etc.
- Prepositional phrases: *at the beginning of, by means of*, etc.
- Prepositions preceding nouns and adjectives: *by car, for sale, at last*, etc.
- Prepositions following (i) nouns and adjectives: *advice on, afraid of*, etc. (ii) verbs: *laugh at, ask for*, etc.

- **Pronouns**
  - Personal (subject, object, possessive)
  - Reflexive and emphatic: *myself*, etc.
  - Impersonal: *it*, *there*
  - Demonstrative: *this*, *that*, *these*, *those*
  - Quantitative: *one*, *something*, *everybody*, etc.
  - Indefinite: *some*, *any*, *something*, *one*, etc.
  - Relative: *who*, *which*, *that*, *whom*, *whose*
- **Simple reported speech**
  - Statements, questions and commands: say, ask, tell
  - Indirect and embedded questions: know, wonder
- **Tenses**
  - Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
  - Present continuous: future plans and activities, present actions
  - Present perfect simple: recent past with *just*, indefinite past with *yet*, *already*, *never*, *ever*, unfinished past with *for* and *since*
  - Past simple: past events
  - Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
  - Past perfect simple: narrative, reported speech
  - Future with *going to*
  - Future with present continuous and present simple
  - Future with *will* and *shall*: offer, promises, predictions, etc.
- **Verbs**
  - Regular and irregular forms
- **Verb forms**
  - Affirmative, interrogative, negative
  - Imperatives
  - Infinitives (with and without *to*) after verbs and adjectives
  - Gerunds (-ing form) after verbs and prepositions
  - Gerunds as subjects and objects
  - Passive forms: present and past simple
  - Verb + object + infinitive *give/take/send/bring/show* + direct/indirect object
  - Causative *have/get*
  - So/nor with auxiliaries
- **Compound verb patterns**
  - Phrasal verbs/verbs with prepositions

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**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)

