

QAI Level 4

Certificate in English Language

(Mapped to CEFR B2 level)

L1ELP04

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.

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

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Specification code: L1ELP04

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Qualifications and Credit Framework (QCF)

QCF is the new 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 of a qualifications 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 B2
- 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 4 Certificate in English Language (L1 ELP 04) is made up of 5 mandatory units, totalling to a 10 Credit programme with 100 GLH. 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, assignments, self-study, project work, group work and final assessment.

Module Code	Modules Titles (all are compulsory)	Level	Credit Value	GLH
L1 ELP 04L	QAI Level 4 Certificate in English Language – Listening	4	2	20
L1 ELP 04S	QAI Level 4 Certificate in English Language – Speaking	4	2	20
E3 ELP 04R	QAI Level 4 Certificate in English Language – Reading	4	2	20
E3 ELP 04W	QAI Level 4 Certificate in English Language – Writing	4	2	20
E3 ELP 04U	QAI Level 4 Certificate in English Language – Use of English	4	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 B2, must be able to demonstrate language proficiency skills at Level B1. The delivery centres are advised to use such placement methods 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, assignments, self-study, project work, group work and assessment as applicable.
- 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, face-to-face, blended or online. The centre 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 outcome

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 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 / formative 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 skill in areas, which are weak, and how to maintain and enhance their skill, 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 / real life 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.

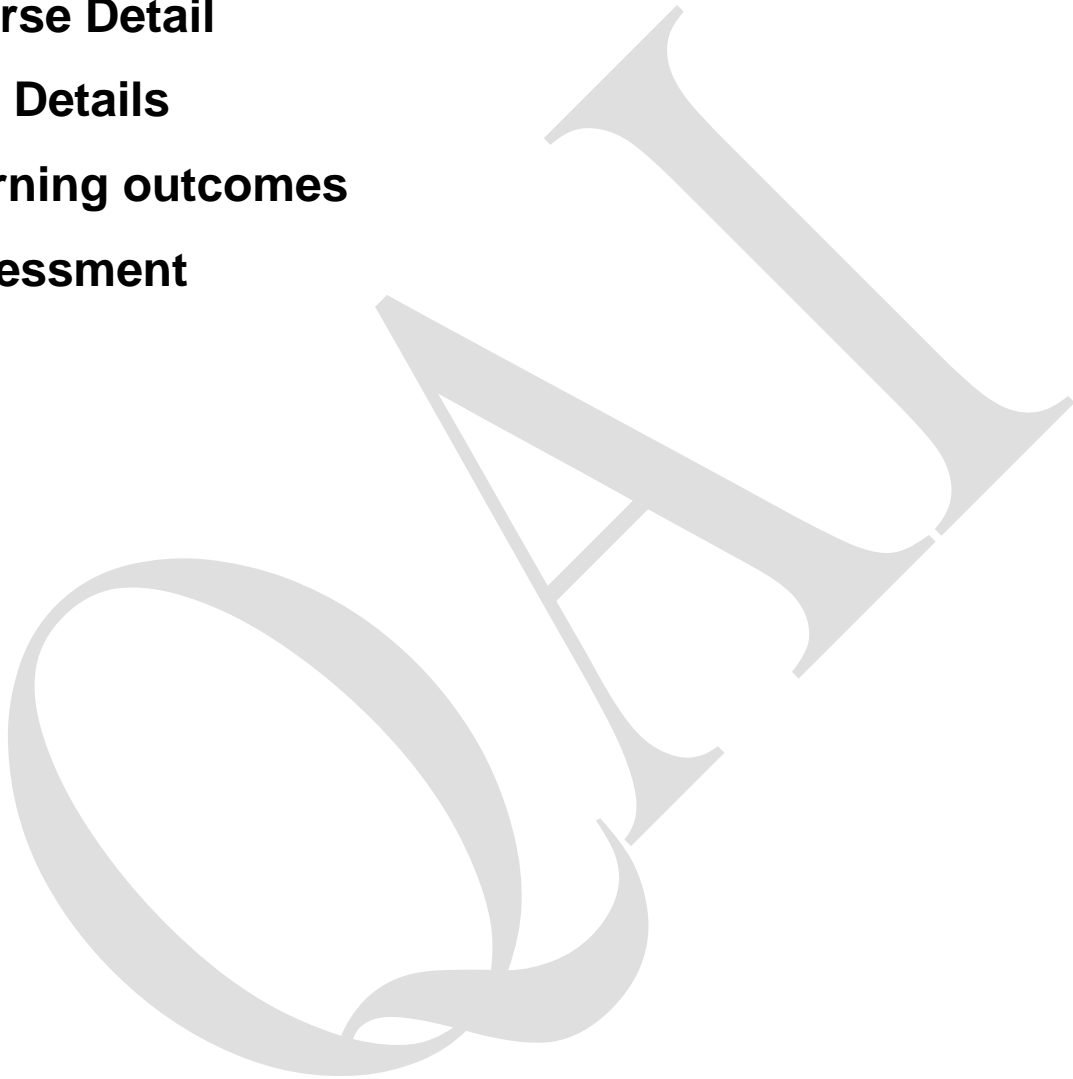
Details of the test format, timing and contents are available in the Assessment Section of this specification document.

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 4 Certificate in English Language
Course Code: L1 ELP 04 **Mapping:** CEFR Level B2
Credit Value: 10 **GLH:** 100

CEFR Level B2 Can-do summary:

Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain from either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

Ability	Reading	Writing	Listening	Speaking
Can use a good range of English effectively for all practical needs and personal conversations.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Can understand contemporary literary prose.	Can write clear, detailed text on a wide range of subjects related to interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences.	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can understand most TV news and current affairs programmes and majority of films in standard dialect.	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts, accounting for and sustaining ones views.

Summary of the Syllabus at QAI Level 4

Use of English

Learn how to use:

- simple and continuous verb forms, in different tenses, appropriately
- perfect simple and continuous forms, in different tenses, appropriately
- the passive in report structures (*it is believed that..*)
- the present simple and present perfect with time clauses (*when you read it / when you have read it*)
- *have / get something done*
- indirect questions (*I'd like to know where she was*)
- statements as questions
- the full range of conditional forms, including mixed conditionals
- quantifiers and determiners such as *each, every, some, none* and *several*
- past modals with perfect infinitive (*He must have been there*)
- a range of modal forms, plus alternative expressions such as *bound to, unlikely to, perhaps, be required to..*
- defining and non-defining relative clauses
- articles, including their use in a range of fixed expressions (*the other day, at night, once in a while*)
- noun and adjective formation
- common collocations
- auxiliaries for emphasis (*I do like it*)

Speaking

Learn to:

- initiate, maintain and end discourse naturally with effective turn-taking
- exchange considerable amounts of detailed factual information on your field of interest
- convey degrees of emotion and highlight the personal significance of events
- engage in extended conversation on most topics
- give opinions by providing relevant explanations, arguments and comments
- help a conversation along by confirming comprehension, inviting others in etc.
- carry out an interview, checking and confirming information, following up interesting replies
- give clear, detailed descriptions of subjects within your field of interest
- summarise extracts from news items or documentaries containing opinions, argument and discussion
- summarise the plot and sequence of events in a film or play
- construct a chain of reasoned argument, linking your ideas logically
- explain a viewpoint giving the advantages and disadvantages of an opinion
- speculate about causes, consequences, and hypothetical situations

Listening

Understand:

- in detail what is said to you in standard language, even in a noisy environment
- a straightforward, clearly structured lecture on a familiar topic
- most radio programmes and be able to identify the speaker's mood
- most TV shows and films in standard dialect

Reading

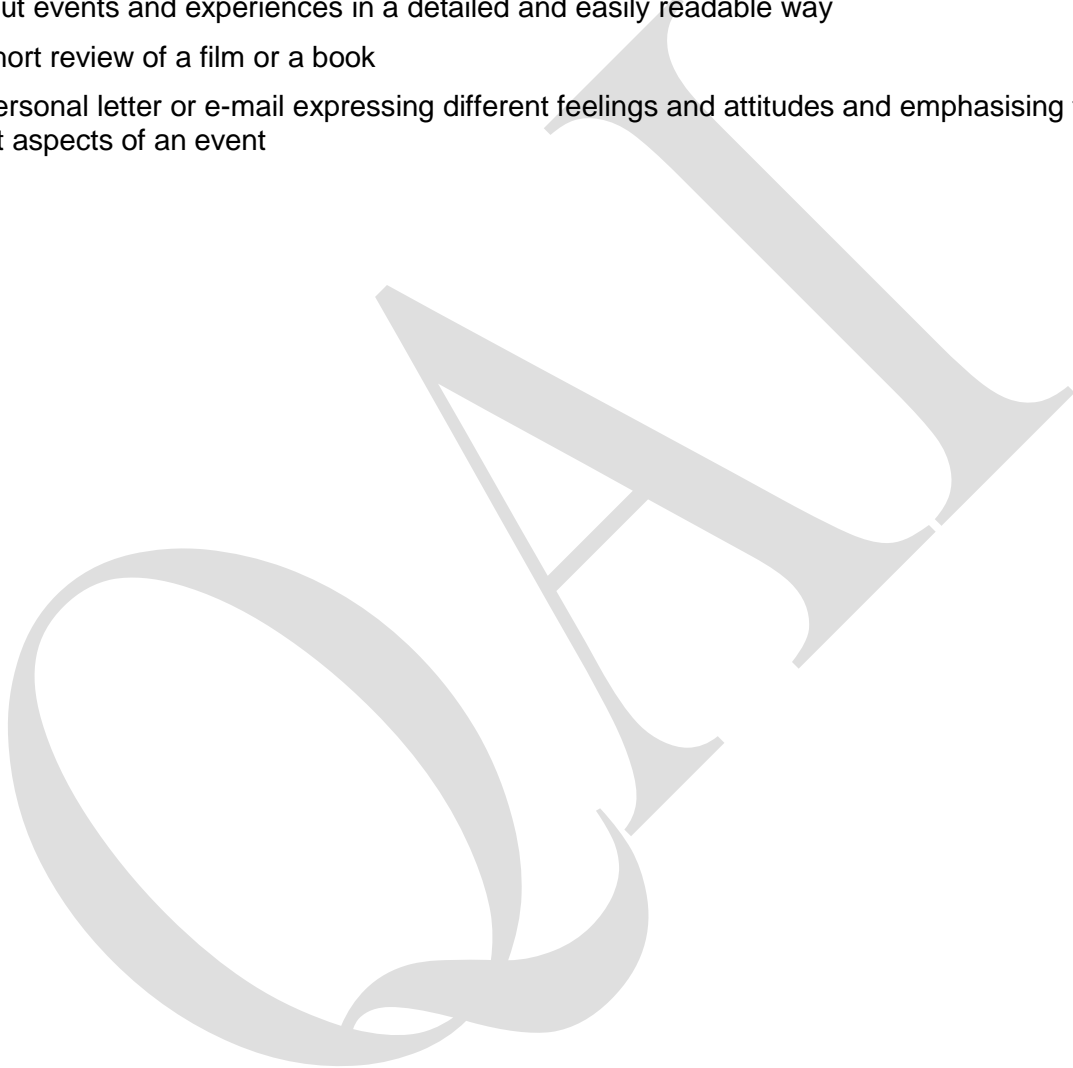
Understand:

- in detail, texts on your specialised subject
- specialised articles outside your field with occasional dictionary use
- the content and significance of news articles and reports on familiar topics
- writers' points of view and feelings in reports on current issues
- reviews of films, books etc., and summarise the main points
- how to look quickly through a manual and find relevant explanations and help for a specific problem
- in a narrative, the reasons for characters' actions and their consequences for plot development

Writing

Learn to:

- write clear detailed reports and texts on an area of special interest
- write summaries of articles on topics of general interest
- summarise information from different media sources
- discuss a topic in a composition, giving reasons for or against a specific point of view
- develop an argument, emphasising decisive points and including supporting details
- write about events and experiences in a detailed and easily readable way
- write a short review of a film or a book
- write a personal letter or e-mail expressing different feelings and attitudes and emphasising the important aspects of an event



Unit Title: QAI Level 4 Certificate in English Language - **Listening**

Unit Code: L1 ELP 04L **Mapping:** CEFR Level B2

Credit Value: 2 **GLH:** 20

Objective

In social and travel contexts, users at this level can listen to and cope with casual conversation on a fairly wide range of familiar, predictable topics, such as personal experiences, school work and current events. They can understand routine medical advice. They can understand most of a TV programme because of the visual support provided, and grasp the main points of a radio programme. On a guided tour, they have the understanding required in order to ask and answer questions.

In the classroom, workshop or laboratory, they can follow presentations or demonstrations of a factual nature, if they relate to a visible, physical object such as a product.

When studying, they can understand the general meaning of a lesson, as long as the topic is predictable.

Learning Outcomes:

To achieve this unit a learner should be able to:

- a. Listen to and comprehend a range of everyday situations involving both native and non-native speakers of English.
- b. Use a range of listening strategies for everyday performance needs.
- c. Know a range of purposes for listening, covering understanding of both global and specific meaning.

Programme Indicative Content:

Learning Outcome 1

Listen to and comprehend a range of everyday situations involving both native and non-native speakers of English.

Learners must be seen to be listening and interacting to spoken English in meaningful, realistic ways, via dialogues or short narratives. This interaction should be natural, and demonstrate that each aural example is heard once. Emphasis will be placed on the variety of listening tasks employed, and there should be a range of speakers and voices used.

The learner will be expected to demonstrate the ability to listen to and understand personal information on meeting people for the first time, such as:

- Hearing personal information
- Hearing questions at job interviews
- Listening to rules and regulations

Learners will need to be exposed to a range of voices, accents and speech acts. It is advisable that the majority of these be accompanied by visual cues.

Use of video can be constructively employed in class. Play a tape or a DVD sample with the TV monitor deliberately obscured and get the class to guess what is being talked about. Conversely, a video clip with the sound muted is a useful exercise in predicting and using new language. Taped radio broadcasts can also be used here.

It is important to note that students who make it as far as a globally recognized examination, may have to take a listening test from a CD – no visual stimulation may be provided.

Learning Outcome 2

Use a range of listening strategies for everyday performance needs.

Learners are required to be able to use particular listening strategies in order to achieve maximum comprehension. These should include, but are not restricted to:

- asking for a point to be repeated
- asking for clarification
- stating that you don't fully understand and need the statement(s) reworded and must be able to demonstrate the ability to listen and understand telephone conversations etc., such as:
 - Telephone conversations
 - Radio broadcasts
 - Announcements given over a PA system (or a recorded message on the telephone)

Various strategies can be employed here to target and hone listening skills. For example, a taped radio broadcast can be played after having first given students a list of questions relating to it.

They will be required to listen for specific, factual information. Simulated telephone messaging services, where a caller is expected to press a certain button for a particular piece of advice is similarly useful.

Prepared dialogues such as interviews between T-S or S-S can be used as whole class activities, again for comprehension generally, or for searching for specifics.

Learning Outcome 3

Know a range of purposes for listening, covering understanding of both global and specific meaning.

Learners are required to be able to cope with a range of listening tasks that could be familiar and commonplace or outside their usual experience (but within their lexico-grammatical limitations). The idea is that content, no matter how unfamiliar, is accessible via their ability to listen to known words and expressions and react accordingly to them. This must be accompanied by an awareness of how stress, volume, tone etc., can influence the message being transmitted: e.g. angrily, sarcastically, sadly.

The learner must demonstrate that they can employ listening skills to identify and decode different registers so as to arrive at the attitude and opinions of speakers. This may include:

- Showing politeness
- Understanding how spoken emphasis subtly alters emotional meaning (and how it is perceived: e.g. happy, sad, angry, weary etc.
- How pronunciation can affect the message heard

Students should be exposed to a range of formal and informal conversations which require demonstration of their aural skills.

At the basic level this can be nothing more than spelling or dictation exercises. It is very important to be able to equate the sound of words with their (often very different) written form. This is of particular use in linguistic cultures that spell by sound rather than English, which is spelled by sight.

Different exercises in this area will also expose students to varieties of pronunciation (accents, gender, age of speaker etc.). At this level, it is also important to start introducing understanding of idiom, figurative language and even certain slang expressions.

It is often the case that students watch American movies or TV shows which are full of this type of speech. The ability to identify slang and idiomatic expressions is an important way of recognising range, register and formality which helps in interpreting information.

Assessment Method

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

LISTENING	DESCRIPTION
<p>Approximately 45 min 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>

Resources

- <http://www.shiporsheep.com/>
- Teacher-produced handouts, worksheets, speaking prompts and the like.
- CALL – Computer Assisted Language Learning for review purposes especially, with access to suitable associated computer software and the internet. Wherever possible, a computer with linked headset / microphone must be made available for listening / speaking interaction. In terms of basic listening comprehension on a regular, daily basis, news organisations such as CNN, Reuters and the BBC provide daily listening (and other skill) tasks related to items of news.
- New Cutting Edge Intermediate (Teacher’s Book, Student’s Book, Workbook and Mini Dictionary)
- 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)

Unit Title: QAI Entry Level 4 Certificate in English Language – **Speaking**

Unit Code: L1 ELP 04S **Mapping:** CEFR Level B2

Credit Value: 2 **GLH:** 20

Objective

In social and travel contexts, users at this level can deal with most spoken situations that may arise in shops, restaurants, and transportation. For example, they can ask for help and advice when buying new clothes, and be able to express thanks (or otherwise) for the service given. Similarly, routine conversations in English with a teacher, a shopkeeper or sports coach, or at an airport or railway station can all be handled with a fair degree of confidence and accuracy. In social conversation they can talk about a range of topics, and express their own opinions, within fairly broad limits (usually dictated by vocabulary). As tourists, they can ask for further explanations about information given on a guided tour. They, themselves, can show visitors around, describe a place and answer questions about it.

In the learning environment, users at this level can give more detailed information, and state more precise requirements, within a familiar topic area. They can also take a limited part in a group discussion. They can receive and pass on oral messages, although there may be difficulties if these are complex. They can carry out simple negotiations, for example, on what new movies to go and see, or for arranging social engagements, such as a friend's birthday celebrations.

When studying, users at this level can ask straightforward questions during a lesson or presentation on a familiar or predictable topic. They can also give a short, simple presentation on a topic they know well. They can take part in a group tutorial, again with some limitations.

Learning Outcomes:

To achieve this unit, the candidate must be able to:

- a. Know how to speak and communicate in any everyday situation, involving both native and non-native speakers of English, using spoken grammar, generally accurately.
- b. Select formal or informal registers according to the topic and status of participants.
- c. Control pronunciation, stress, rhythm, and intonation adequately, as well as to speak fluently, with only occasional hesitation.

Programme Indicative Content

Learning Outcome 1

Know how to speak and communicate in any everyday situation, involving both native and non-native speakers of English, using spoken grammar, generally accurately.

Regular sections of given classroom time should be set aside for speaking and conversation exercises. This is often best suited to the last 10 or 15 minutes of a lesson, and should follow on from close-concentration, individual work (such as silent reading or a writing exercise). Students should become accustomed to this regular event and may also be allowed to prepare for it in advance. For example, in a given lesson, the teacher may announce a topic for discussion for next time. S/he may further specify (without naming) the grammatical context: e.g. 'Next lesson, I'd like us all to talk about last year's summer holiday.'

The aim will be, of course, to practice using past tense forms, but without saying so – the grammar testing becomes inductive, in other words.

The learner must be assessed on using spoken grammar, generally accurately can communicate with others on a range of tasks such as:

- How people spend their time in different countries and cultures
- Making choices and selections

If the main aim of this unit was to produce a semblance of fluency, the balance tilts back towards accuracy. By this stage, the learner should have had a good understanding of most aspects of English grammar, and be able to produce and manipulate these naturally in everyday speech. Where some students may struggle, will be in the area of the richness and variety of vocabulary s/he produces. It must be remembered that vocabulary acquisition continues to be a key element of all English Language Programmes at all levels. The grammar involved will typically include: all major tenses with a fair degree of accuracy, an awareness of the differences between adjectives and adverbs and a good (accurate) knowledge of prepositions.

Learning Outcome 2

Select formal or informal registers according to the topic and status of participants.

Requires learners to produce spoken language using different registers. Awareness of formality/informality can be pre-taught by concentrating on specific vocabulary items. Stimuli can also be provided by listening examples: e.g. a taped news broadcast can be followed by asking students to report on a recent school or social activity, in the style of CNN. Other exercises can include prepared statements for individual students to read aloud to the rest of the class, and then asking them who the speaker might have been. For example, two students read out these statements (one each):

- *'Scuse me, mate! You got the time?*
- *I'm sorry to bother you, but could you possibly tell me what time it is?*

The learner must be aware of cultural, social and formal levels of language use and is able to make basic adjustments:

- Using description and technical specifications
- Making moral choices and weighing options
- Discussing the law and regulations

Depending on students' age and maturity, they should, by this stage of their language development, be increasingly familiar with register and formality. At the simplest level, they must be aware of the differences in talking to their friends and talking to a teacher. They need to become accustomed to appreciating register and appropriateness of language. This will form a very basic awareness of sociolinguistics, upon which to build at a later level. Moreover, it is an awareness that should carry over into other skill areas, particularly reading and writing.

Learning Outcome 3

Control pronunciation, stress, rhythm, and intonation adequately, as well as to speak fluently, with only occasional hesitation.

Learners are required to participate in choral drills for pronunciation, stress, rhythm and intonation. Students may also be required to read or speak aloud and have others comment on their pronunciation (in a constructive way, naturally). At the T – S level of interaction, practice and improvement of pronunciation can be more focussed and personal.

The learner must be able to clearly pronounce words, phrases and with good intonation, stress and rhythm:

- Word stress in 3-syllable words
- Putting stress in compound nouns and dealing shifting stress

Within the clearly defined area of everyday speech, one should have no difficulty understanding the spoken English of a learner at Level B1. Throughout the course, pronunciation and intonation drills must be encouraged, which in turn will lead to greater confidence and overall fluency. Teachers are advised to specify speaking tasks, where correct pronunciation is the particular goal. Similarly, other tasks will specify fluency of expression. Learners need to be keenly aware of what is being sought by the teacher in these different tasks. Culturally, students from different parts of the world will experience specific pronunciation problems. Native French speakers, for example, often have trouble pronouncing the English 'th' sound. Arabic speakers may have problems distinguishing between 'p' and 'b' and so on. Linguistic cultural sensibility should not preclude aiming for clear pronunciation, nonetheless.

Assessment Method

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

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>

Resources

- Websites
 - <http://www.manythings.org/e/pronunciation.html> uses American English, but has many excellent functions and resources
 - <http://www.shiporsheep.com/> tests minimal pairs, and offers free online pronunciation practice
- Teacher-produced handouts, worksheets, speaking prompts and the like.
- CALL – Computer Assisted Language Learning for review purposes especially, with access to suitable associated computer software and the internet (see above).
- New Cutting Edge Intermediate (Teacher’s Book, Student’s Book, Workbook and Mini Dictionary)
- 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)
- Grammar Games by Mario Rinvolucri (CUP)

Unit Title: QAI Level 4 Certificate in English Language – **Reading**

Unit Code: L1 ELP 04R **Mapping:** CEFR Level B2

Credit Value: 2 **GLH:** 20

Objective

In social and travel contexts, users at this level can read texts which are longer than the very brief signs, notices, etc. which are characteristic of what can be handled at the previous level. They can go beyond routine letters and the most basic newspaper and magazine articles, and have developed reading skills related to factual topics in which they have a special interest or to their own tastes in fiction. In everyday, practical situations, such as eating out, shopping and using transport services, they can read competently enough to deal with anything, which does not involve some kind of specialised language (such as legal or medical terms).

In the classroom, they can deal with routine texts and understand the general meaning of a fair range of non-routine correspondence, although complex situations and the use of non-standard language will cause problems. They can handle short reports or articles on predictable topics, and grasp the general meaning of a report or article on a less familiar topic, but misunderstanding is likely where information is not clearly expressed. Instructions and product descriptions within the learner's own area of interest can be understood, but only the general meaning of more theoretical material (e.g. the technical manual of an i-Pod) can be understood without access to support such as dictionaries, even when it is within the learner's area of interest (say, as a hobby).

At this level, users are likely to have enough language ability to cope with non-academic training courses, which are conducted in the language being learnt. Users at this level can follow a presentation or demonstration on a familiar topic, or where the context is well known, but is likely to have difficulty in following abstract argumentation. They can read simple textbooks and articles, but cannot read quickly enough to cope with an academic course.

Learning Outcomes:

To achieve this unit, the candidate must be able to:

- a. Read and understand texts in most everyday situations involving written English.
- b. Cope with text types taken from a range of everyday narrative, factual, procedural, & interactional sources.
- c. Read texts based on a general vocabulary of approximately 3000 words & multi-word expressions.

Programme Indicative Content

Learning Outcome 1

Read and understand texts in most everyday situations involving written English.

Learners will be required to read a variety of texts and to be given set reading tasks in every lesson. They will be encouraged to create their own word lists of unknown words and make every effort to learn and use them. They will also be required to source their own reading material (to encourage initiative and autonomous learning) and to present this in class, either in group work or whole class activities.

The learners should be able to demonstrate that they can read, comprehend and learn from pre-set reading texts, such as:

- How we spend our time
- 100 places to visit before you die
- News Stories

Learners at this level must be made familiar with a comprehensive selection of texts. In practice, this means developing their ability to cope with both known and unknown words in a text. Learners are

expected to be able to read for gist, as well as to seek specific information. Reading research indicates that learners encountering unknown to known words in the ratio of 1:20 should have no problem decoding any text. The more that ratio worsens, the less overall comprehension will occur, however. Teachers must constantly check that students are recording unknown words, then learning and using them, and that the ratio of 1:20 never gets noticeably worse.

Learning Outcome 2

Cope with text types taken from a range of everyday narrative, factual, procedural, & interactional sources.

This module requires learners to be familiar with a wider range of text types and be comfortable reading longer pieces. They must be able to move comfortably from procedural reportage to imaginative fiction and use of some figurative language. Interactional websites may also be employed to encourage this, as well as comparing text with a filmed equivalent.

At this level of linguistic competency, a vocabulary of 3500 words is essential. However, of equal importance to lexical items is an awareness of **styles** of text and their correct usage or **appropriateness**. This means regular exposure to many different types. At the previous level, a basic awareness of text types was created, but this now needs to go much further and the texts themselves need to be of greater length. Learners at this level should be able to cope with texts of 500+ words in length.

Learning Outcome 3

Read texts based on a general vocabulary of approximately 3000 words & multi-word expressions.

Requires learners to be able to use dictionaries, encyclopaedias and other reference materials (including the internet) in order to build their vocabularies and lexical sets. Learners should refer to the English Vocabulary Profile. Learners must be able to engage with text, so as to transmit meaning and content to others. They should be able to understand the opinion of the writer, the overall meaning and interpret it appropriately. For example in group or whole class work, a given student is required to read some text privately and then summarise what s/he has read to the group/class aloud. Students can ask questions or seek further clarification of this on completion. They then get the opportunity to see the text themselves and comment on the effectiveness and veracity of their colleague's rendering of it. They must also be able to recognise the styles of English used in song lyrics, poems, popular culture and certain types of fiction.

The learner must demonstrate the ability to comprehend a range of vocabulary and multi-word expressions, such as:

- Front page of a British or American newspaper
- A handbook for a new electronic device such as a DVD player, coffee machine, TV etc.
- Lyrics of a popular song, well known descriptive poem etc.

3000 words here form part of a learner's **active** vocabulary – words that are not only recognised and understood, but can be produced independently as required. There is no quick fix for attaining this, but one of the most effective ways is via autonomous learning. The simplest way for this to be achieved is by silent reading, both at home and at school. To be effective, this has to mean reading for genuine pleasure, and therefore the choice of texts becomes hugely important. Such exposure will introduce not only vocabulary items, but multi-word expressions, phrases and collocations. Language acquired via reading should be recycled by the learner in any writing practice s/he is required to produce.

Assessment Method

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

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 <ul style="list-style-type: none"> - 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>

Resources

- Websites
 - <http://www.englishclub.com/reading/test.htm> from English Club.
 - <http://iteslj.org/links/ESL/Reading/>
- Teacher produced handouts, worksheets, flashcards and the like.
- CALL – Computer Assisted Language Learning for review purposes especially, with access to suitable associated computer software and the internet (see above).
- New Cutting Edge Intermediate (Teacher’s Book, Student’s Book, Workbook and Mini Dictionary)
- 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)

Unit Title:	QAI Level 4 Certificate in English Language - Writing		
Unit Code:	L1 ELP 04W	Mapping:	CEFR Level B2
Credit Value:	2	GLH:	20

Objective

In social and travel contexts, users at this level can write most kinds of letters connected with meeting people, getting around and tourism. They can also write personal letters on a range of predictable topics.

In school, users can produce a range of written documents but may need to have these checked by a native speaker if accuracy and register are important. They can produce texts which describe and give detailed information, e.g. about a favourite product, as long as it is within a familiar area. They can write requests, also within a predictable range. They can take and pass on written messages, but may have difficulty if these are lengthy or complex. They can take dictation if the pace is fairly slow, and there are opportunities for checking.

When studying, users at this level can make notes in lessons, which are of some limited use for revision purposes, but they may find this difficult unless extra time is given. They can also make notes from written sources, although key points may be missed, and they may not be sufficiently selective. They can write a brief, descriptive essay, which shows some ability to communicate, or an account of an experiment or specific procedure, which demonstrates a basic understanding of the work done.

Learning Outcomes:

To achieve this unit, the candidate must be able to:

- Write and communicate in most everyday situations involving the use of English.
- Use a range of writing strategies for everyday performance needs.
- Know a range of purposes for writing, covering several different styles.

Learning outcome 1

Write and communicate in most everyday situations involving the use of English.

Learners will be given a variety of writing tasks, to be completed alone or in pairs/groups, both in class and at home. The teacher will make use of a variety of writing exercises including his/her own materials and writing resources. It is recommended that the class teacher regularly conducts one-to-one sessions with each learner in order to look at his/her particular strengths and weaknesses. In the latter case, the teacher is in the best position to offer advice and recommend courses of study and strategies aimed at improving the performance.

The learner must demonstrate that they can communicate simple writing tasks with fluency and grammatical accuracy, such as:

- Writing a “thank you” letter
- Writing about events and experiences in a detailed and easily readable way in an email or letter.
- Expressing different feelings and attitudes emphasising the important aspects of an event in a personal letter or email.

At this level, written sentences must become more sophisticated. There should be familiarity with most types of conjunction, so that complex sentences containing at least two clauses are frequent and grammatically accurate, grammatical errors such as mistakes in subject – agreement should now be rare. Learners must be able to produce coherent paragraphs of linked sentences and know how to use a range of discourse markers.

Learning outcome 2

Use a range of writing strategies for everyday performance needs.

Learners are required to produce new language for everyday writing tasks. At first this means the teacher must ensure familiarity with the types of task required and then introduce strategies for accomplishing them. For simpler tasks this may mean nothing more than creating a numbered or bulleted list of topic sentences that should be covered – a skeleton or outline. This leads to the teaching of more complicated planning and focussing on task fulfilment, so that each piece of writing ends up fit for purpose. Relevance, appropriacy and register will depend on the teaching of precise vocabulary, and a growing awareness of writing style. This can be introduced gradually. From simple shopping lists, to items on a menu, tasks can develop into more complex descriptions of processes and procedures, for example.

The learner must demonstrate that they can employ writing skills for specific tasks, such as:

- Writing a resume / curriculum vitae
- Writing a formal letter
- Writing reports and texts on areas of special interests
- Writing summaries of articles on topics of general interests
- Expressing their views and opinions on topics of general importance in the form an article.

Learners at this level will be able to perform a range of written discourse types with a fair degree of accuracy. They must also be able to create written text at a reasonable speed. They must know simple literary devices such as notes and memos and be able to take brief written notes from a phone call. Longer text pieces must show the ability to use different tenses accurately and appropriately and to employ a significantly greater vocabulary range than the previous level courses. Spelling errors must be restricted to longer and more difficult words (of three syllables and more) and still be recognisable, although misspelled.

Learning outcome 3

Know a range of purposes for writing, covering several different styles

Learners should not only to be able to write tasks that are appropriate, but also know why such styles are required and how best to achieve them. This is first appreciated by exposure to different styles (thereby integrating writing skills with reading). Asking students to write something in a similar style can follow it. For example, if a text is given showing how to make a cup of tea, students may use the text as a template for something else (such as how to soft boil an egg). Textual conventions must be taught here too: for example, the way English language newspapers are organised into headings, sub-headings and columns. The most important aspect of this learning outcome is to be able to recognise different writing styles and conventions. It will lead at first to students doing no more than mimicking them, but with time and practice, will enable them to create good examples of a small, but significant variety of writing styles.

The learner must demonstrate that they know and utilise different written styles, such as:

- Summarising and comparing information from different media sources
- Discussing a topic giving reasons for or against a specific point of view
- Develop an argument emphasising decisive points and including supporting details

This links with the development of formality and informality of language encountered in the speaking unit. At this level learners must be increasingly aware of the appropriateness of written language types and to be able to identify inappropriate written constructions. These will be apparent in writing letters: for example, personal letters to friends can be contrasted with formal letters of complaint or apology. Letters can take the form of emails if required, but it must be clearly understood that assessed writing tasks (for inclusion in the portfolio) will not be acceptable if written in text message shorthand or something similar. The purpose of all written assignments at this level is to test grammatical accuracy, fluent style and awareness of context.

Assessment Method

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

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>

Resources

- Website
 - <http://www.autoenglish.org/writing.htm>
- Teacher-produced handouts, worksheets, speaking prompts and the like.
- CALL – Computer Assisted Language Learning for review purposes especially, with access to suitable associated computer software and the internet (see above).
- New Cutting Edge Intermediate (Teacher’s Book, Student’s Book, Workbook and Mini Dictionary)
- 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)
- Keep Writing Book 2 by Richard Harrison (Longman)

Unit Title: QAI Level 4 Certificate in English Language – **Use of English**

Unit Code: L1 ELP 04U **Mapping:** CEFR Level B2

Credit Value: 2 **GLH:** 20

Objective

In social and travel contexts, users at this level can write most kinds of letters connected with meeting people, getting around and tourism. They can also write personal letters on a limited range of predictable topics.

In school, users can produce a range of written documents but may need to have these checked by a native speaker if accuracy and register are important. They can produce texts which describe and give detailed information, e.g. about a favourite product, as long as it is within a familiar area. They can write requests, also within a predictable range. They can take and pass on written messages, but may have difficulty if these are lengthy or complex. They can take dictation if the pace is fairly slow, and there are opportunities for checking.

When studying, users at this level can make notes in lessons which are of some limited use for revision purposes, but they may find this difficult unless extra time is given. They can also make notes from written sources, although key points may be missed, and they may not be sufficiently selective. They can write a brief, descriptive essay which shows some ability to communicate, or an account of an experiment or specific procedure, which demonstrates a basic understanding of the work done.

Learning Outcomes:

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

- simple and continuous verb forms, in different tenses, appropriately
- perfect simple and continuous forms, in different tenses, appropriately
- the passive in report structures (*it is believed that..*)
- the present simple and present perfect with time clauses (*when you read it / when you have read it*)
- *have / get something done*
- indirect questions (*I'd like to know where she was*)
- statements as questions
- the full range of conditional forms, including mixed conditionals
- quantifiers and determiners such as *each, every, some, none* and *several*
- past modals with perfect infinitive (*He must have been there*)
- a range of modal forms, plus alternative expressions such as *bound to, unlikely to, perhaps, be required to..*
- defining and non-defining relative clauses
- articles, including their use in a range of fixed expressions (*the other day, at night, once in a while*)

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- noun and adjective formation
 - common collocations
 - auxiliaries for emphasis (*I do like it*)

Programme Indicative Content:

The targetted grammatical areas include:

Verb Phrases

- Future verb forms: *Will be* + -ing
- Future verb forms: *will have* + past participle
- Future verb forms: *be about to*
- Future in the past: *I was going to phone you*
- Simple Present with past reference: *So he comes in and starts shouting!*
- *It's time* + past: *It's time we were going*
- *As if/as though* + past for non-fact: *They behave as if they were married*
- Passives with *it*: *It is believed that ...*
- Subject/operator inversion: *Never was a man so happy.. No sooner had I left than..*
- Expressing habit: Present Continuous (with *forever, always* etc.) for repeated actions (irritating or unexpected)
- Expressing habit: *will* for present habits (stressed to express criticism)
- Expressing habit: *would* for past habit: *He would always sit by the fire* (contrasted with *used to*)
- *Can* (with future reference: *I can help you tonight*) vs. *will be able to*
- Dynamic use of stative verbs: *You're being difficult today*
- Copular verbs apart from *to be*: *He remained a bachelor / She fell sick / The milk turned sour*
- *be* + past participle + infinitive: *be supposed to... be intended to... be bound to...*
- Objects complemented by adjectives: *I prefer my coffee really hot*
- Ellipsis: *I stayed up late last night, but I wish I hadn't*

Conditionals

- Mixed type conditionals
- Complex conditionals: with inversions: *Had I known.. Should he see..*
- Complex conditionals: with linkers: *But for... Provided that ...*
- Complex conditionals: *Supposing... On condition that*

Noun phrases

- Definite article for singular generic reference: *The cat is a curious animal*
- Double genitive: *A friend of my father's*
- Modification of determiners: *nearly all, hardly any, almost none* etc.
- *either/neither* + noun: *neither boy, either of them*
- Impersonal *one*: *One rarely sees a horse-drawn carriage nowadays*
- *They* with singular meaning: *If anyone calls, tell them I'm ill*

Adjectives/adverbs

- Adjectives: attributive (before noun) only: *the late president*
- Adjectives: predicative (after copular verb) only: *She fell asleep*
- Adjectives used as nouns: *the poor*
- Compound adjectives including numbers: *a five-man team*
- *first/finally*: *First I met James* vs. *I first met James*

Prepositions

- *at* vs. *in*: *The train stopped at Cardiff / He lives in Cardiff*
- *into* with verbs of change: *The frog turned into a prince*

Sentences

- *As* vs. *like*: *He works as a doctor / He works like a slave*
- Linkers and written discourse markers
- Non-finite clause with *having* + past participle: *Having read this, I see things in a new light*

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.
- New Cutting Edge Intermediate (Teacher's Book, Student's Book, Workbook and Mini Dictionary)
- The Practice of English Language Teaching by Jeremy Harmer (Longman)
- Essential Grammar In Use (All levels) by Raymond Murphy (CUP)
- Teach English - Teacher's Workbook by Adrian Doff (CUP)