

# Award in General English

## Applying for this course:

Individuals must have completed compulsory schooling up to 65 years of age in order to attend the course. Learners who have successfully achieved certification for English Language at MQF Level 2 or have successfully achieved any certification at MQF Level 3 or above (on condition that assessments for the certification were held in the English Language), are eligible to attend this course. For further information, kindly contact us on [ga.jobsplus@gov.mt](mailto:ga.jobsplus@gov.mt). stating your ID card number, attaching copies of your qualifications and a copy of your CV.

## Course Duration

This course is of 215 hours duration and consists of five Modules:

- Module 1 is of 43 hours duration
- Module 2 is of 43 hours duration
- Module 3 is of 43 hours duration
- Module 4 is of 43 hours duration – (including 3-hour assessment)
- Module 5 is of 43 hours duration - (including 3-hour assessment)

## General pedagogical guidelines and procedures for this course:

The delivery of this course will be mainly held through a series of grammar presentations, discussions and hands-on exercises. Effective interactive teaching strategies to encourage speech such as role-play situations, information gap activities or even pair work are necessary in order to give the students the opportunity to give and receive meaningful communication. The different learning styles utilised are: visual, auditory, reflective, reading and writing.

## General assessment policy and procedures for this course:

### **Modules 1, 2 & 3**

The learner will be assessed through Continuous Assessments held throughout the class sessions. These will consist of Listening Comprehension Assessment/s, Reading Comprehension Assessment/s, an Oral Assessment/s and a Writing Assessment/s.

### **Modules 4 & 5**

A Summative Assessment composed of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Written Assessment will be held for the last two modules.

Learners must obtain a pass mark in each Module in order to achieve certification.

## Module 1 Learning Outcomes - Module 1

<ul style="list-style-type: none"><li>✓ Deal with the three classes of verbs in English: namely the auxiliary verbs '<b>be</b>, <b>have</b>' and '<b>do</b>'; Modal auxiliary verbs; full verbs when speaking and writing;</li><li>✓ Be responsible for the correct use and form of the auxiliary verb '<b>be</b>' when used to make continuous verb forms and when used with a past participle to make the passive in the positive, negative and question form when speaking and writing;</li><li>✓ Be responsible for the correct use and form of the auxiliary verb '<b>have</b>' when used with a past participle in the positive, negative and question form when speaking and writing;</li><li>✓ Be responsible for the correct use of the auxiliary verbs '<b>be</b>, <b>have</b>' and '<b>do</b>' when used as short answers, as short questions and emphasis when speaking and writing;</li><li>✓ Deal with the two forms of the verb have: '<b>have</b>' as a full verb with '<b>do/does/did</b>' for questions, negatives and short answers and '<b>have got</b>' where '<b>have</b>' is an auxiliary when speaking and writing;</li><li>✓ Be responsible for the correct use and form of the Present Simple and Present Continuous tenses in the positive, negative, question and short answer forms and contracted forms when speaking and writing;</li><li>✓ Ensure proficiency in the form and use of the Present Simple and Present Continuous in the passive voice in the positive, negative and question form when speaking and writing;</li><li>✓ Ensure proficiency in the correct use of common Stative verbs when speaking and writing;</li><li>✓ Be responsible for the correct use of the Narrative tenses in English when speaking and writing;</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure proficiency in the form and use of the Past Simple, Past Continuous and Past Perfect Tenses in the Active and Passive voice in the positive, negative, question and short answer forms and contracted forms when speaking and writing;</li><li>✓ Understand conversations, presentations and debates and summarise the overt messages as well as the sub-texts of motivation and bias;</li><li>✓ Deal with prefixes to form antonyms;</li><li>✓ Deal with word collocations;</li><li>✓ Deal with Type 1 &amp; Type 2 multi-word verbs in their literal and idiomatic meanings;</li><li>✓ Deal with popular synonyms and antonyms;</li><li>✓ Ensure proficiency for the correct use of Adverbs of Place, Time, Frequency, including word order in a sentence;</li><li>✓ Produce different text types (descriptive/narrative, e-mails, informal letters);</li><li>✓ Be responsible for the correct use of punctuation, spelling and the correct use of language;</li><li>✓ Collaborate in class group discussions and conversations;</li><li>✓ Understand, retrieve and select information when reacting to a different range of genres and age-appropriate texts written for a different purpose and audience;</li><li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to specific themes - Personal Information, Daily Life and Work and Relations with other people;</li></ul>
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**Module 1 Assessment:** The assessment paper will be as follows:

Assessments for this module consist of continuous assessments made up of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Writing assessment. Trainees must achieve a pass of 45 % for each assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of grammar exercises, role plays, discussions, gap filling exercises, listening assessments, reading comprehension, writing exercises, one-to-one questions, quizzes and group activities.

## Module 2 Learning Outcomes - **Module 2**

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| <ul style="list-style-type: none"> <li>✓ Ensure proficiency in the appropriate use of the Present Perfect and Past Simple Tenses when referring to past action with no link to the present when speaking and writing;</li> <li>✓ Ensure proficiency in the correct use of time expressions with the Past Simple and Present Perfect when speaking and writing;</li> <li>✓ Ensure proficiency in the correct use and form of the Present Perfect in the passive voice when speaking and writing;</li> <li>✓ Ensure proficiency in the correct use of the structure '<b>have + object (something) + past participle (done)</b>' or '<b>get + object + past participle</b>' when referring to services that one arranged to be done for them when speaking and writing;</li> <li>✓ Be responsible for the correct form and use of the Present Perfect Simple and Present Perfect Continuous tense when speaking and writing;</li> <li>✓ Ensure proficiency in the correct use of quantifiers and other expressions with both countable and uncountable nouns when speaking and writing;</li> <li>✓ Deal with the correct use of '<b>some/any/no</b>' and their compounds when speaking and writing;</li> <li>✓ Deal with the use of the different verb forms that refer to future time – will, going to, Present Simple, Present Continuous, shall when speaking and writing;</li> <li>✓ Deal with the correct use of the Present Perfect in Future Time clauses when speaking and writing;</li> <li>✓ Deal with the correct use and form of the Future Perfect tense form in the positive, negative and question format when speaking and writing ;</li> </ul> | <ul style="list-style-type: none"> <li>✓ Deal with the correct use of common homophones when speaking and writing;</li> <li>✓ Deal with the correct use of common homonyms when speaking and writing;</li> <li>✓ Deal with the correct use of prepositions of movement when speaking and writing;</li> <li>✓ Deal with two-word noun combinations;</li> <li>✓ Extract essential information derived from different genres of writing;</li> <li>✓ Produce different text types (itinerary, and different types of formal letters, descriptive/narrative texts about familiar themes coherently using cohesive devices when necessary;</li> <li>✓ Collaborate in class group discussions and conversations;</li> <li>✓ Participate in role-playing exercises by articulating clearly, demonstrating fluency and emphasising where appropriate;</li> <li>✓ Ask appropriate questions to clarify understanding on areas which are unclear, and relay information obtained by adding brief related comments;</li> <li>✓ Produce continuous speech, using appropriate, precise and correct language while focusing on intelligibility;</li> <li>✓ Be responsible for adapting own style to all familiar situations, observing the appropriate use of register and vocabulary while stating what one thinks and gives reasons;</li> <li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes of interest – House and home, Free Time and Travel;</li> <li>✓ Understand what people say in various situations;</li> </ul> |
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**Module 2 Assessment:** The assessment papers will be as follows:

Assessments for this module consists of continuous assessments made up of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Writing assessment. Trainees must achieve a pass of 45 % for each assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of grammar exercises, role plays, discussions, gap filling exercises, listening assessments, reading comprehension, writing exercises, one-to-one questions, quizzes and group activities.

### Module 3 Learning Outcomes - **Module 3**

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| <ul style="list-style-type: none"><li>✓ Deal with the common characteristics of the form of various modal auxiliary verbs and their wide range of meanings when speaking and writing;</li><li>✓ Be responsible for the correct form and use of the modal verbs <b>'have to, must'</b> and <b>'should'</b> to express obligation when speaking and writing;</li><li>✓ Be responsible for the correct use of the modal auxiliary verbs <b>'must'</b> to express strong obligation that involves the speaker's opinion;</li><li>✓ Be responsible for the use of <b>'have to/have got to'</b> to express a general obligation based on a law or rule or based on the authority of another person;</li><li>✓ Ensure proficiency in the use of <b>'mustn't'</b> which expresses negative obligation and <b>'don't have to'</b> which expresses the absence of obligation;</li><li>✓ Ensure proficiency in the use of <b>'should'</b> and <b>'ought to'</b> to express mild obligation or advice;</li><li>✓ Ensure proficiency for the correct use of the modal auxiliary verbs <b>'can, could'</b> and <b>'may'</b> to express permission;</li><li>✓ Express proficiency for the correct use of <b>'be allowed to'</b> used in the passive form to express permission;</li><li>✓ Ensure proficiency in the correct use of <b>'be able to'</b> or <b>'managed to'</b> when referring to an ability on a particular occasion in the past;</li><li>✓ Ensure proficiency in the correct use and form of the modal auxiliary verbs <b>'can, could, will' and 'would'</b> to express requests;</li><li>✓ Ensure proficiency in the correct use and format of <b>'Do you mind/Would you mind'</b> when making a request when speaking and writing ;</li></ul> | <ul style="list-style-type: none"><li>✓ Ensure proficiency in the correct use of <b>'will'</b> and <b>'shall'</b> to express offers and <b>'should'</b> when making an informal suggestion when speaking and writing ;</li><li>✓ Be responsible for the correct use of <b>'who, that and which'</b> in Defining and Non-Defining relative clauses;</li><li>✓ Deal with the correct use of <b>'which, whose, why, when and where'</b> in Defining and Non-Defining relative clauses;</li><li>✓ Deal with the correct use and meaning of present and past participles when used as adjectives or adverbs;</li><li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – Health and Fitness, Education and money;</li><li>✓ Sequence information and ideas logically from one paragraph to another and in relation to the whole when reading when writing;</li><li>✓ Produce different text types (descriptive/narrative, c.v., a job application, notes for an interview, a newspaper report and discursive writing related to particular themes) coherently using cohesive devices when necessary;</li><li>✓ Ask appropriate questions to clarify understanding on areas which are unclear, and relay information obtained by adding brief related comments;</li><li>✓ Collaborate in discussions and provide appropriate responses;</li><li>✓ Deal with conversations, presentations and debates and summarise the overt messages as well as the sub-texts of motivation and bias;</li><li>✓ Deal with understanding, retrieving and selecting information when reacting to a different range of genres and age-</li></ul> |
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<ul style="list-style-type: none"> <li>✓ Collaborate in class group discussions and conversations;</li> <li>✓ Participate in discussions of the main points in short newspaper articles about current and familiar topics;</li> </ul>	<p>appropriate texts written for a different purpose and audience;</p>
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**Module 3 Assessment:** The assessment papers will be as follows:

Assessment for this module consists of continuous assessments which consist of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Written assessment. Trainees must achieve a pass of 45 % for each assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of grammar exercises, role plays, discussions, gap filling exercises, listening assessments, reading comprehension and writing exercises, one-to-one questions, quizzes and group activities.

**Module 4 Learning Outcomes - Module 4**

<ul style="list-style-type: none"> <li>✓ Express proficiency in the use of the word <b>'like'</b> as a verb which has a person as a subject and <b>'like'</b> when used as a preposition;</li> <li>✓ Express proficiency in the use of the structure <b>'What .... 'like?'</b></li> <li>✓ Express proficiency in the use of the structure <b>'How ...?'</b> and its meaning;</li> <li>✓ Express proficiency in the different verb patterns and their meanings;</li> <li>✓ Be responsible for the use and format of the Zero and First Conditional;</li> <li>✓ Be responsible for the use and format of the First and Second Conditional;</li> <li>✓ Be responsible for the correct use of conjunctions of time</li> <li>✓ Be responsible for the use and format of the Third Conditional;</li> <li>✓ Be responsible for the correct tense usage with the structures <b>'wish, if only, I'd rather'</b>;</li> <li>✓ Be responsible for the correct use of <b>'should have done'</b>;</li> <li>✓ Be responsible for the correct use of Type 3 and Type 4 multi-word verbs;</li> <li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – Entertainment and Media, The environment and Weather;</li> <li>✓ Produce different text types accurately (descriptive/narrative/discursive about familiar themes and instructions/procedures)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Produce continuous speech, using appropriate, precise and correct language while focusing on intelligibility;</li> <li>✓ Be responsible for adapting own style to all familiar situations, observing the appropriate use of register and vocabulary while stating what one thinks and gives reasons;</li> <li>✓ Be responsible for understanding what people say in various situations;</li> <li>✓ Deal with conversations, presentations and debates and summarise the overt messages as well as the sub-texts of motivation and bias;</li> <li>✓ Be responsible for giving and receiving instructions as well as clarifying any points that may be unclear;</li> <li>✓ Deal with understanding, retrieving and selecting information when reacting to a different range of genres and age-appropriate texts written for a different purpose and audience;</li> <li>✓ Deal with text organization and structure and recognize different techniques used by the writer/writers;</li> <li>✓ Deal with interpretation, inference and deduction;</li> <li>✓ Deal with the language of hypothetical situations when speaking and writing;</li> <li>✓ Collaborate in class group discussions/debates and conversations;</li> </ul>
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<p>coherently using cohesive devices when necessary;</p> <ul style="list-style-type: none"> <li>✓ Be responsible for planning, drafting and revising own writing;</li> <li>✓ Be responsible for producing a presentation on a given topic;</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask appropriate questions to clarify understanding on areas which are unclear, and relay information obtained by adding brief related comments;</li> </ul>
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**Module 4 Assessment:** The assessment paper will be as follows:

Assessments for this module consist of a Summative Assessment made up of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Writing assessment.

- **Listening Comprehension.** This carries a total of 15%. Pass mark is 7/15.
- **Reading Comprehension.** This carries a total of 20%. Pass mark is 9/20.
- **Oral Assessment.** This carries a total of 15%. In this assessment, the learner will be given a few minutes to introduce himself/herself. Then the learner will be given a photo or a picture and will be asked to describe what the photo or picture illustrates. Alternatively, learners may also be asked to deliver a presentation or participate as a speaker or moderator in a debate. Pass mark is 7/15.
- **Written Assessment.** This carries a total of 50%. The written assessment will be composed of a range of grammar exercises and extended writing. Pass mark is 23/50.

The duration of this assessment is of 3 hours and the pass mark is that of 45%. Learners must obtain a pass mark in each assessment in order to achieve certification.

**Module 5 Learning Outcomes - Module 5**

<ul style="list-style-type: none"> <li>✓ Be responsible for the correct use of the modal auxiliary verbs <b>'must'</b> and <b>'can't'</b>;</li> <li>✓ Ensure proficiency in the use of <b>'may/might'</b> and <b>'could'</b>;</li> <li>✓ Ensure proficiency in the use of 'will' to express what we believe to be true when referring to present based on what is known about people and things, their routines, character and qualities when speaking and writing;</li> <li>✓ Ensure proficiency in the use of the Continuous infinitive when speaking and writing;</li> <li>✓ Ensure proficiency in the use of the perfect infinitive to express degrees of probability in the past when speaking and writing;</li> <li>✓ Be responsible for the correct use and format of Indirect Questions;</li> <li>✓ Be responsible for the correct use and format of Question Tags;</li> <li>✓ Be responsible for the correct use and format of Reported Statements;</li> <li>✓ Be responsible for the correct use and format of reported questions and commands;</li> <li>✓ Be responsible for the correct use of various descriptive reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Produce different text types (descriptive/narrative/discursive about familiar themes; and different kinds of reports) coherently using cohesive devices when necessary;</li> <li>✓ Be responsible for writing accurately and appropriately for a different purpose and audience;</li> <li>✓ Collaborate in class group discussions and conversations;</li> <li>✓ Ask appropriate questions to clarify understanding on areas which are unclear, and relay information obtained by adding brief related comments;</li> <li>✓ Produce continuous speech, using appropriate, precise and correct language while focusing on intelligibility;</li> <li>✓ Be responsible for adapting own style to all familiar situations, observing the appropriate use of register and vocabulary while stating what one thinks and gives reasons;</li> <li>✓ Plan, draft and revise a presentation on a given topic;</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Be responsible for the correct use of confusing verbs;</li> <li>✓ Be responsible for the use of the Present Continuous to express a habit which happens often and perhaps unexpectedly;</li> <li>✓ Deal with the difference in meaning between '<b>used to + infinitive</b>' and '<b>be/get used to</b>' ;</li> <li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – Social and global issues and Science and Technology;</li> <li>✓ Deal with text organization and structure and recognize different techniques used by the writer/writers;</li> <li>✓ Deal with interpretation, inference and deduction;</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be responsible for understanding what people say in various situations;</li> <li>✓ Be responsible for understanding and taking notes of continuous speech while listening for gist and subsidiary ideas;</li> <li>✓ Deal with conversations, presentations and debates and summarise the overt messages as well as the sub-texts of motivation and bias;</li> <li>✓ Deal with understanding, retrieving and selecting information when reacting to a different range of genres and age-appropriate texts written for a different purpose and audience;</li> </ul>
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**Module 5 Assessment:** The assessment will be as follows:

Assessments for this module consist of a Summative Assessment made up of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Writing assessment.

- **Listening Comprehension**. This carries a total of 15%. Pass mark is 7/15.
- **Reading Comprehension**. This carries a total of 20%. Pass mark is 9/20.
- **Oral Assessment**. This carries a total of 15%. In this assessment, the learner will be given a few minutes to introduce himself/herself. Then the learner will be given a photo or a picture and will be asked to describe what the photo or picture illustrates. Alternatively, learners may also be asked to deliver a presentation or participate as a speaker or moderator in a debate. Pass mark is 7/15.
- **Written Assessment**. This carries a total of 50%. The written assessment will be composed of a range of grammar exercises and extended writing. Pass mark is 23/50.

The duration of this assessment is of 3 hours and the pass mark is that of 45%. Learners must obtain a pass mark in each assessment in order to achieve certification.

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at MQF Level 3 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning. This course comprises study modules to which a total of 10 ECTS points are assigned.