

Award in English for Foreigners – Level 2

Applying for this course:

To apply for this course, you should be 16 years of age or older. Learners who have successfully achieved certification in Level 1 Award in English for Foreigners, or have successfully passed a pre-test assessment in English approved by Jobsplus so as to determine the learner's level of competence in the language, are eligible to attend this course. For further information, kindly contact us on ga.jobsplus@gov.mt. stating your ID card number, attaching copies of your qualifications and a copy of your CV highlighting your work experience. Alternatively, you can send the requested information by post addressed to: Quality Assurance Unit, Jobsplus Training Complex, Triq Birżebbuġa, Ħal Far BBG3000.

Course Duration

This course is of 82 hours duration and consists of eight Modules:

- Module 1 is of 20 hours duration - (including 1 hour assessment)
- Module 2 is of 20 hours duration - (including 1 hour assessment)
- Module 3 is of 20 hours duration – (including 1 hour assessment)
- Module 4 is of 22 hours duration – (including 4 hours 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:

The learner will be assessed through an ongoing assessment for learning by way of oral, written or practical exercises that will take place throughout the entire unit, to assess and consolidate the learning being covered.

A summative assessment will be held at the end of the module. This will take the form of an oral and a written assessment comprising of a listening, reading and writing based on grammar exercises and composing a short paragraph. This assessment will be on a Pass/Fail basis. Trainees who obtain 45% of the total marks will be considered to have passed the assessment.

Module 1 Learning Outcomes

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| <ul style="list-style-type: none">✓ Ensure proficiency in the use of the Present Simple Tense to express habits/routines and facts versus the Present Continuous Tense to express an activity happening at the time of speaking/around the time of speaking in the positive, negative, question and short answer forms and contracted forms when speaking and writing;✓ Ensure proficiency in the use of the Present Simple Tense also known as Timetable Future | <ul style="list-style-type: none">✓ Be responsible for the correct use of the Present Tense after the conjunctions of time 'when, while, as soon as, until, before, after' and 'will + infinitive' in the main clause to refer to future time in written and spoken format;✓ Be responsible for the correct construction of common verb + preposition associations e.g. agree with, talk about, think of etc;✓ Ensure proficiency in the use of indefinite articles before singular countable nouns, |
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versus the Present Continuous Tense used to express personal planned future arrangements in the positive, negative and question form;

- ✓ Ensure proficiency in the use of common Stative verbs in the Present Simple Tense when speaking and writing;
- ✓ Ensure proficiency in the form of two common verb patterns ie. **Verb + to + Infinitive, Verb + -ing (gerund)** in written and spoken format;
- ✓ Ensure proficiency in the correct construction and application of the Passive Form for the Present Simple, Present Continuous tenses in the positive, negative and question form in both written and spoken format;
- ✓ Ensure proficiency in the form and the function of the Past Simple Tense (regular and irregular verbs) in the positive, negative and question forms when used to express a fact, a finished past action, and when used with time expressions;
- ✓ Ensure proficiency in the form and function of the Past Continuous Tense in positive, negative and question forms when used as a descriptive/narrative verb and to express a past activity in progress;
- ✓ Ensure proficiency in the use of the Past Simple and Past Continuous Tenses when used together in one sentence to express an interrupted past activity;
- ✓ Ensure proficiency in the appropriate use and construction of 'used to + infinitive' to express past action and/or a state in positive, negative and question form in written and spoken form;
- ✓ Ensure proficiency in the correct construction and application of the Passive Form for the Past Simple, Past Continuous tenses in the positive, negative and question form for both written and spoken form;
- ✓ Ensure proficiency in the use of **'much/many, some/any, a few/a little, a lot/lots of'** with countable and uncountable nouns;
- ✓ Ensure proficiency in the construction of compound words made up of **'some/any/no/every + where/one/thing'**.

before some places and forms of transport and with some expressions of quantity when speaking and writing;

- ✓ Ensure proficiency by applying the zero article before plural and uncountable nouns, before the names of countries, towns, languages etc and before countable and uncountable nouns when talking about things in general;
- ✓ Ensure proficiency in the correct construction and application of Zero and First Conditional structures in the positive, negative and question form when speaking and writing;
- ✓ Be responsible for the correct use of word collocations of the common verbs **'make'** and **'do'**;
- ✓ Ensure proficiency for the correct use of adverbial phrases of time and frequency including word order in written and spoken format;
- ✓ Be responsible for the correct use of common phrasal verbs Type 1 (verb + particle with no object) e.g. find out, turn up, put on etc;
- ✓ Be responsible for the correct use of phrasal verbs;
- ✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – describing character, feelings and emotions; leisure activities, things in the town shops and shopping;
- ✓ Practice words and phrases related to particular themes – describing character, feelings and emotions; leisure activities, things in the town shops and shopping;
- ✓ Deal with extracting essential information derived from short passages;
- ✓ Write descriptive/narrative examples of texts about familiar themes accurately
- ✓ Ensure proficiency in the use of definite articles with countable and uncountable nouns, when there is only one of something, with superlative adjectives and before names of seas, rivers, hotels, museums etc. when speaking and writing.

Module 1 Assessment:

- Assessment for this module consists of ongoing assessments which make up 10% of the total assessment. The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.
- **If the trainee is absent or fails the ongoing assessment, he/she must be given the opportunity of resitting the ongoing assessment during another class session.**
- A short informal written assessment will take place at the end of the module in order to assess and consolidate the learning that has been covered.

Module 2 Learning Outcomes

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| <ul style="list-style-type: none">✓ Ensure proficiency in the form of the different verb patterns ie. Verb + infinitive or Verb + gerund (having the same or different meaning) and Verb + preposition + gerund in written and spoken format;✓ Ensure proficiency in the appropriate use of 'like doing' versus 'would like to do' in the positive, negative, question and short answer form in written and spoken format;✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'can/could' and 'be able to' to express ability in positive, negative and question form for the present and future in both written and spoken form;✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'can, could, may, will and would' when expressing requests in positive, negative and question form for the present and future in both written and spoken form;✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'may, can, would and shall' when making an offer in positive negative and question form for the present and future in both written and spoken form;✓ Ensure proficiency in the appropriate use of 'will + infinitive' versus 'going to + infinitive' in the positive, negative and question form to express future decisions/intentions/predictions in written and spoken format; | <ul style="list-style-type: none">✓ Ensure proficiency in the correct construction and application of relative clauses using 'who, that, which, where, and whose' when speaking and writing;✓ Be responsible for the correct use and structure of the phrasal verbs Type 2 - Verb + particle + object (separable);✓ Ensure effective word building through the use of compound words;✓ Be responsible for increasing one's vocabulary through the use of synonyms and antonyms;✓ Ensure proficiency in the correct construction and use of adjectives which end in '-ed/-ing';✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – travel and services, education and films;✓ Produce simple texts about experiences or events for example about a trip, or a film;✓ Ensure proficiency in extracting essential information derived from short passages;✓ Ensure proficiency in the correct construction (and the use of other modal verbs in the result clause) and application of the Second Conditional to express an unreal situation and its improbable result in the positive, negative and question form when speaking and writing;✓ Ensure proficiency in the correct application of First and Second Conditional sentences to refer to the real and possible situations versus |
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<ul style="list-style-type: none"> ✓ Ensure proficiency in the use of different tenses 'Present Simple/Present Continuous/will/going to' to refer to future time when speaking and writing. 	<p>situations that will probably never happen in the present and future;</p> <ul style="list-style-type: none"> ✓ Ensure proficiency in the use of Comparative and Superlative structures (regular and irregular forms) and the use of 'as ... as' in the positive and negative format in written and spoken format.
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Module 2 Assessment:

- Assessment for this module consists of ongoing assessments which make up 10% of the total assessment. The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, role plays and group activities.
- **If the trainee is absent or fails the ongoing assessment, he/she must be given the opportunity of resitting the ongoing assessment during another class session.**
- A short informal written assessment will take place at the end of the module in order to assess and consolidate the learning that has been covered.

Module 3 Learning Outcomes

<ul style="list-style-type: none"> ✓ Ensure proficiency in the appropriate use and construction of the Present Perfect tense with 'for' and 'since' to refer to past actions that have a present result and to refer to indefinite time in the positive, negative and question form when speaking and writing; ✓ Ensure proficiency in the appropriate use of the Present Perfect Tense with 'ever, never, since' to refer to past actions that have a present result and to refer to indefinite time versus the Past Simple Tense used with past time expressions e.g. yesterday, last year, in 1922 etc to refer to a definite time; ✓ Ensure proficiency in the appropriate use of 'been' and 'gone' in the positive, negative and question form when speaking and writing; ✓ Ensure proficiency in the appropriate use and construction of the Past Perfect Tense in the 	<ul style="list-style-type: none"> ✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'will, shall' (used in questions), when expressing willingness and refusal in positive, negative and question form for the present and future in both written and spoken form; ✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'may, can and could' when asking for and giving permission in positive, negative and question form for the present and future in both written and spoken form; ✓ Ensure proficiency in the correct application of linking words showing cause and effect, opposition, contrast and addition in written and spoken format; ✓ Ensure effective word building by the correct application of the various affixes (where
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<p>positive, negative and question form when speaking and writing;</p> <ul style="list-style-type: none"> ✓ Ensure proficiency in the appropriate use of the Past Simple and Past Perfect Tense when referring to actions completed before another action in the past when speaking and writing; ✓ Ensure proficiency in the correct construction and application of the Passive Form for the Past Perfect Tense in the positive, negative and question form when speaking and writing; ✓ Ensure proficiency in the correct construction and use of the modal auxiliary verbs 'may/might, can/could, will, must and should' to express possibility or probability in positive, negative and question form for the present and future in both written and spoken form; ✓ Ensure proficiency in the correct construction and use of the modal auxiliary verbs 'must, have to, should, ought to and need to' to express obligation and necessity in positive, negative and question form for the present and future in both written and spoken form. 	<p>applicable) in order to increase one's vocabulary when speaking and writing;</p> <ul style="list-style-type: none"> ✓ Be responsible for increasing one's vocabulary through the use of homonyms and homophones; ✓ Be responsible for the correct use and structure of the phrasal verbs Type 3 - Verb + particle + object (inseparable); ✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – news, lifestyles and current affairs; ✓ Be responsible for understanding the main points in short newspaper articles about current and familiar topics; ✓ Produce different types of writing such as formal and informal letters asking for or giving simple information, emails or text messages, job applications etc.; ✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'should and ought to' when giving advice in the positive, negative and question form for the present and future in both written and spoken form.
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Module 3 Assessment:

- Assessment for this module consists of ongoing assessments which make up 10% of the total assessment. The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.
- **If the trainee is absent or fails the ongoing assessment, he/she must be given the opportunity of resitting the ongoing assessment during another class session.**
- A short informal written assessment will take place at the end of the module in order to assess and consolidate the learning that has been covered.

Module 4 Learning Outcomes

<ul style="list-style-type: none">✓ Ensure proficiency in the correct construction of the Present Perfect Continuous Tense in the positive, negative and question form in both written and spoken format;✓ Ensure proficiency in the correct application of the Present Perfect Continuous Tense to refer to an activity which began in the past and is still in progress, to refer to an activity which has caused a present result, and to a possibly incomplete activity;✓ Comply with the correct use of the Present Perfect Simple tense and the Present Perfect Continuous tense depending on the meaning being conveyed;✓ Ensure proficiency when using the various tenses in English in an effective manner;✓ Ensure proficiency when using Active and Passive sentences in both a grammatical and lexical context;✓ Ensure proficiency in the correct construction and use of question words 'what, which and whose' combined with a noun and 'How' combined with an adjective or an adverb in order to construct questions;✓ Ensure proficiency in the correct construction and use of questions with dependent prepositions e.g. think about, talk about, speak to etc;✓ Ensure proficiency in the correct construction and appropriate use of indirect questions and the correct use of reporting verbs (e.g. ask, tell);✓ Ensure proficiency in the correct construction and appropriate use of question tags.	<ul style="list-style-type: none">✓ Ensure proficiency in the correct construction and use of the Third Conditional to express impossible and unreal situations in the past in both written and spoken format;✓ Ensure proficiency in the correct use of the various Conditional Structures for present and past situations in both written and spoken format;✓ Ensure proficiency for the correct use and structure of the phrasal verbs Type 4 - Verb + particle + particle (not separable);✓ Ensure proficiency in the use of the various phrases using 'get';✓ Ensure effective use of colloquial expressions and expressions;✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes – books, literature and media;✓ Compose letters replying to advertisements, write a c.v and a report; and simple connected texts on topics which are familiar and of personal interest;✓ Deal with short newspaper articles, interviews that express a point of view, information found in brochures, leaflets and other texts with clearly structured plots;✓ Ensure proficiency in the correct construction and appropriate use of reported statements, questions, commands, requests, offers and demands using the appropriate lexis and tense in written and spoken form.
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Module 4 Assessment:

- Assessment for this module consists of ongoing assessments which make up 10% of the total assessment. The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.
- **If the trainee is absent or fails the ongoing assessment, he/she must be given the opportunity of resitting the ongoing assessment during another class session.**

The final assessments at the end of this module will be as follows:

Summative Assessment: 60% of the global mark

- **Listening Comprehension:** 10% of the total mark.
- **Reading:** 10 % of the total mark.
- **Written Exam:** 10% of the total marks. At the end of the module participants will be required to work out grammar exercises and write a short paragraph.
- **Oral exam:** 30% of the total marks. Participants will be required to sit for an oral exam whereby they are first given a few minutes to introduce themselves; they are then given a picture/photo and are asked to describe what the picture/photo illustrates. The examiner can ask them further questions related to the photo. In the last part of the exam the examiner asks further questions related to the topic being discussed in the photo/picture, in order to engage the trainee in further conversation.

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

Pass mark for the Formative assessment is 18/40

Pass mark for the Summative assessment is 27/60

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at Level 2 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning. This course comprises study modules to which a total of 4 ECTS points are assigned.