

## 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 100 hours duration and consists of four Modules:

- Module 1 is of 25 hours duration
- Module 2 is of 25 hours duration
- Module 3 is of 25 hours duration
- Module 4 is of 25 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.

#### **Module 4**

The learner will be assessed through a Summative Assessment composed of a Listening Comprehension Assessment, a Reading Comprehension Assessment, an Oral Assessment and a Written Assessment.

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

## Module 1 Learning Outcomes - **Module 1**

<ul style="list-style-type: none"><li>✓ Deal with auxiliary, modal, and full verbs in both speech and writing to convey accurate grammatical meaning.</li><li>✓ Comply with the grammatical rules distinguishing Present Simple and Present Continuous to express habits, states, temporary actions, and planned events.</li><li>✓ Be responsible for using stative verbs appropriately in context, recognizing shifts in meaning across tense forms.</li><li>✓ Create antonyms using common prefixes to build a broader and more nuanced vocabulary.</li><li>✓ Carry out tasks that involve the correct placement and use of adverbs of time, place, and frequency in written and spoken English.</li><li>✓ Produce meaningful language using a broadened vocabulary that includes synonyms, antonyms, and words relevant to personal, daily, and work contexts.</li><li>✓ Collaborate in constructing cohesive short texts by using appropriate linking words and organizational structures.</li><li>✓ Identify the three classes of English verbs: auxiliary verbs ("be," "have," "do"), modal auxiliaries, and full verbs, and describe their roles in English grammar.</li><li>✓ Explain the function of simple cohesive devices in organizing short written and spoken texts.</li></ul>	<ul style="list-style-type: none"><li>✓ Explain the use of "be" and "have" in forming continuous, passive, and perfect tenses, including their functions in statements, questions, and negatives.</li><li>✓ Distinguish between the Present Simple and Present Continuous tenses, explaining their use for habits, states, temporary actions, and planned future events.</li><li>✓ Recognize stative verbs and analyze their correct use in Present Simple and Continuous forms, including how meaning changes depending on tense.</li><li>✓ Describe the function of common prefixes (un-, in-, im-) in forming antonyms and expanding vocabulary.</li><li>✓ Apply the three classes of English verbs—auxiliary verbs ("be," "have," "do"), modal auxiliaries, and full verbs—in both speech and writing.</li><li>✓ Correctly use stative verbs in Present Simple and Continuous forms, adjusting meaning as needed.</li><li>✓ Incorporate adverbs of time, place, and frequency accurately into speech and writing.</li></ul>
---	---

**Module 1 Assessment:** The assessment paper will be as follows:

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. Trainees must achieve a pass of 45 % for each assessment.

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

<ul style="list-style-type: none"><li>✓ Deal with narrative tenses to describe sequences and contrasts between past events using Past Simple, Past Continuous, and Past Perfect.</li><li>✓ Comply with the correct grammatical rules for Present Perfect and Past Simple in both active and passive forms, using appropriate time expressions.</li><li>✓ Be responsible for using modal verbs appropriately to express necessity, possibility, ability, and logical conclusions across different contexts.</li><li>✓ Carry out tasks that involve constructing defining and non-defining relative clauses with correct grammar and punctuation.</li><li>✓ Create sentences using expanded knowledge of phrasal verbs and common collocations for more natural expression.</li><li>✓ Produce and describe narrative, descriptive, and informal texts with clear organization and language suited to the intended reader or listener.</li><li>✓ Comply with correct use of common noun-preposition and verb-preposition patterns in both spoken and written contexts.</li><li>✓ List time expressions commonly associated with each tense.</li></ul>	<ul style="list-style-type: none"><li>✓ Match modal verbs with appropriate contexts such as obligation, advice, or permission.</li><li>✓ Identify correct punctuation and relative pronouns used in each type.</li><li>✓ Apply narrative tenses (Past Simple, Past Continuous, Past Perfect) to describe and contrast actions/events.</li><li>✓ Demonstrate proficiency in Present Perfect vs. Past Simple, including active/passive forms and appropriate time expressions.</li><li>✓ Use modal verbs (must, can, could, should, etc.) to express obligation, permission, ability, advice, and deductions in varied contexts.</li><li>✓ Use defining and non-defining relative clauses with correct structure and punctuation.</li><li>✓ Expand use of multi-word verbs (e.g., phrasal verbs with "look" and "be") and collocations with "make" and "do."</li><li>✓ Construct vocabulary around themes like home, leisure, and travel, applying it in writing and speaking.</li></ul>
--	--

**Module 2 Assessment:** The assessment papers will be as follows:

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. Trainees must achieve a pass of 45 % for each assessment.

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

<ul style="list-style-type: none"><li>✓ Deal with a range of future verb forms to communicate planned, predicted, or spontaneous future events accurately.</li><li>✓ Ensure correct use of gerunds and infinitives in spoken and written contexts, especially following verbs, adjectives, and idiomatic expressions.</li><li>✓ Be responsible for constructing conditional sentences that appropriately reflect real, hypothetical, or past-imagined situations across all four types (Zero to Third).</li><li>✓ Create meaningful sentences using “wish,” “if only,” and “should have” to express complex emotional or hypothetical states.</li><li>✓ Comply with grammatical rules for time conjunctions to sequence events and establish conditions in communication.</li><li>✓ Deal with multi-word verbs of different types by choosing and applying them appropriately based on literal or idiomatic meaning.</li><li>✓ Produce structured written texts in various formats (discursive, procedural, descriptive) using language tailored to purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>✓ Carry out tasks involved in the writing process, from planning and drafting to revising and editing, to improve clarity and coherence.</li><li>✓ List the verb forms used to express future meaning (e.g., will, going to, Present Continuous).</li><li>✓ Describe the differences in use between these future forms.</li><li>✓ Describe the structure and function of each conditional form.</li><li>✓ Identify multi-word verbs of Type 3 (inseparable) and Type 4 (with object + preposition).</li><li>✓ Name different text types and their communicative purposes.</li><li>✓ Use Zero to Third Conditional structures to express real and imagined situations in present, future, and past.</li><li>✓ Practice time conjunctions (when, until, after, etc.) with correct tenses for sequence and condition.</li><li>✓ Use multi-word verbs (Types 3 and 4) with idiomatic and literal meanings.</li></ul>
---	--

**Module 3 Assessment:** The assessment papers will be as follows:

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. Trainees must achieve a pass of 45 % for each assessment.

#### Module 4 Learning Outcomes - Module 4

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>✓ Use modal verbs to advise, justify decisions, and explain reasoning related to current or past events, ensuring accurate interpretation of probability and logical deduction.</li><li>✓ Create and use appropriate question forms and reporting verbs to carry out tasks requiring clarification, feedback, or polite inquiry in formal and informal contexts.</li><li>✓ Be responsible for accurately conveying others' speech by transforming direct statements, questions, and commands into reported formats that maintain intended meaning.</li><li>✓ Ensure precision in communication by correctly distinguishing and using commonly confused words and homophones in context-sensitive tasks.</li><li>✓ Demonstrate responsibility for expressing past routines and adapted behaviors clearly by correctly applying “used to” and “be/get used to” in spoken and written interactions.</li><li>✓ Monitor spoken and written texts to identify explicit messages, subtext, bias, and authorial intent, supporting critical engagement and informed responses.</li><li>✓ Create and produce coherent written texts such as reports, letters, and articles that comply with format, audience expectations, and communicative goals.</li><li>✓ Be responsible for independently using reference tools (e.g., dictionaries, thesauruses) to manage personal vocabulary development and grammatical accuracy.</li></ul> | <ul style="list-style-type: none"><li>✓ Carry out tasks requiring integrated use of listening, speaking, reading, and writing skills, applying learned grammar and vocabulary in authentic or workplace-like contexts.</li><li>✓ Identify and describe modal verbs used to express probability and logical deduction in the present and past.</li><li>✓ List, define, and write different types of questions—indirect, wh-questions, question tags—and name common descriptive reporting verbs.</li><li>✓ Recall the rules for converting direct speech into reported speech, and describe the changes in tense, pronouns, and word order for statements, questions, and commands.</li><li>✓ Identify, match, and describe the meanings and correct usage of commonly confused words, homonyms, and homophones.</li><li>✓ Describe features of effective spoken communication, including how tone, style, and word choice vary with purpose and audience.</li><li>✓ Recall key grammar and vocabulary covered in the course, and describe how they are applied across listening, speaking, reading, and writing tasks.</li><li>✓ Distinguish between commonly confused words (e.g., bring/fetch), and use homonyms and homophones in context.</li></ul> |
|---|---|

**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.

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.