

The candidate has demonstrated, to the satisfaction of the examiners, the ability to:

- 1 Provide an acceptable model for students of English by reading aloud with meaning and effect from a variety of texts representing those which teachers might have to use in the classroom or in the course of their profession.
- 2 Interact with peers and an interlocutor in order to:
 - 2.1 describe and comment on what has taken place in a video extract from a language lesson and demonstrate the ability to relate what has been shown to his/her own classroom experience
 - 2.2 display knowledge and control of the basic morphological and syntactic structures of everyday current standard English
 - 2.3 demonstrate the ability to use and control the prosodic features of English
 - 2.4 produce speech employing a pronunciation comprehensible to a variety of speakers of English
 - 2.5 demonstrate mastery of the vocabulary associated with language teaching.
- 3 Read and understand texts with a language teaching focus in order to demonstrate the following sub-skills:
 - 3.1 reading for gist
 - 3.2 reading for detail
by means of
 - 3.3 glossing
 - 3.4 note-taking
 - 3.5 summarising.
- 4 Write one piece of connected prose on topics relevant to the role of a teacher, e.g. notices, instructions, letters, testimonials.
- 5 Read phonetic script and transcribe it into ordinary spelling and punctuation.
- 6 Analyse authentic student text(s), recognise and report on errors and re-write them appropriately.
- 7 View and understand a video extract from a language lesson in order to demonstrate the following sub-skills:
 - 7.1 global listening
 - 7.2 specific listening
 - 7.3 peripheral listening
 - 7.4 the ability to identify discourse markers and illocutionary force (i.e. what the teacher intends through the language used).
- 8 From a video sequence, using any notation, mark up a short script to show recognition of stress and intonation patterns.