ADVANCED ENGLISH FOR PROFESSIONAL AND ACADEMIC COMMUNICATION

Niveau IV: Très avancé

Competency-Aligned Exam Question Bank and Marking Guide

English as a Second Language, Formation générale propre

Competency: To communicate in English in a nuanced way across different forms of discourse

322 scored questions and tasks | 1402 points

Reading passages with sources | Six listening clips with links | Answer keys and rubrics

Instructor Edition

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Introduction and Blueprint

Purpose and Use of This Question Bank

This document is a ready-to-use bank of 322 scored questions and tasks for the Niveau IV course English in field of study. It was built from the instructor lesson notes, the Student Companion Manual and it follows the central competency: to communicate in English in a nuanced way across different forms of discourse. Every item is tied to one of the four ministerial elements of the competency (Speaking, Reading, Writing, and Language to Language) and is pitched at CEFR B2+ to C1.

An instructor can assemble a quiz, a grammar test, a reading or listening evaluation, a writing evaluation, an oral evaluation or a full final exam by selecting items from the sections in Part A. Part B contains the complete marking guide: answer keys with explanations, model responses, and rubrics adapted to the Manual. The appendices provide quick references that can be given to students as study aids.

How to read an item. Each question shows its number, its text and its point value. Multiple-choice options are labelled a) to d). In the answer keys, the required answer is shown in bold and is followed by a short explanation. Items marked "Rubric A to E" are open tasks and are scored with the matching rubric in Part B.

Originality, Sources and Copyright

All reading passages, French paragraphs, memos, reports, scenarios and questions were written for this bank and are independent of any published text. Each passage carries its source line. Facts, figures and cases inside the passages are fictional or hypothetical and are labelled as such, so students should not cite them as evidence in their own work. The six listening activities use short, publicly available YouTube videos of under ten minutes; only links and original questions are supplied, and no transcript or audio is reproduced. Please read the verification note at the start of Section 5 before using the links.

Alignment with the Competency and Performance Criteria

The table shows how each section answers the elements of competency and performance criteria printed in the course plan. The criteria remain the graded standard; the rubrics in Part B translate them into level descriptors.

Section	Element of competency	Performance criteria assessed	CEFR focus
1 Grammar and Structure	Supports all four elements	Correct use of the grammatical code; precise, nuanced and effective use of grammatical and syntactic code	B2+ to C1 accuracy
2 Reading	2. Analyse complex	Recognition of discourse types (expressive	Reception:

Section	Element of competency	Performance criteria assessed	CEFR focus
	texts	and literary, informative, persuasive, critical, scientific and technical); recognition of linguistic, sociocultural and contextual factors; links among intention, interlocutor, situation, code and message	reading
3 Writing	3. Write and revise a text related to the field	Coherent, clear and nuanced text of about 550 words accessible to a non-expert; fit between means, document type and situation; new ideas and expressions; precise grammar and terminology; revision strategies	Production: writing
4 Language to Language	4. Express oneself in English from French sources	Respect of meaning; generally appropriate formulation with attention to register and sources of interference (false cognates, syntax); equivalent terminology; revision strategies	Mediation
5 Listening	Supports elements 1 and 2	Recognition of discourse types; links among the components of communication; explicit and implicit meaning	Reception: listening
6 Speaking	1. Communicate an oral message related to the field	Substantial, information-rich message accessible to a non-expert; fit with intention and situation; judicious vocabulary; correct grammar; ability to defend a viewpoint; openness and respect	Production and interaction
7 Action scenarios	All four elements	Integrated use of the criteria above in realistic tasks with reinvestment	C1 tendency

Alignment with the New Ministerial Program

This bank also takes into account the new ministerial competencies for English as a second language in the Quebec college network, as presented on the ECQ Resource Hub "Ensemble pour la réussite". The hub organizes its guidance around understanding the new competencies, implementing them, and adapting them in the classroom, and it stresses the action-oriented approach (approche actionnelle), experiential teaching, backward planning (planification à rebours), reinvestment-driven assessment sequences, levels, elements of competency and performance criteria.

Principle of the new program	Where it appears in this bank
Action-oriented approach	Section 7 scenarios and the presentation prompts in Section 6.1 place students in realistic communication situations (hospital, company, public information) with a purpose and an audience.
Backward planning and alignment	The blueprint starts from the performance criteria; each section states its element of competency and each rubric uses the criteria as its rows.

Principle of the new program	Where it appears in this bank
Reinvestment	Every scenario ends with a reinvestment step; Sections 3.3 to 3.5 ask students to reuse feedback in a revised version.
Mediation and plurilingual competence	Section 4 and scenarios A and C ask students to relay and adapt French-language content into natural English for a specific audience, rather than translate it.
Assessment as progression	Rubrics describe four levels, and Appendix E provides a CEFR-referenced self-assessment checklist for tracking progress (non-graded).
Authentic and inclusive contexts	Contexts are drawn from nursing, business, engineering and technology, and the social sciences, with Quebec settings and respectful treatment of diversity.

Question Bank Blueprint

Section	Items	Points	Main skill
1. Grammar and Structure	98	218	Grammar control
2. Reading Comprehension and Analysis	52	142	Reading
3. Writing and Text Production	51	454	Writing and revision
4. Language to Language (French to English)	45	130	Language to Language
5. Listening Comprehension	48	116	Listening
6. Speaking and Oral Presentation Preparation	25	252	Speaking
7. Integrated Action-Oriented Scenarios	3	90	Integrated tasks
Total	**322**	**1402**	