



# Converse in English at a basic operational level

D1.LAN.CL10.01

Assessor Manual





# **Converse in English at a basic operational level**

**D1.LAN.CL10.01**

**Assessor Manual**



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for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## **Selection of assessment methods**

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## **Assessing competency**

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

### **Pass Competent (PC)**

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

**Not Yet Competent' (NYC)**

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

**Regional Qualifications Framework and Skills Recognition System**

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

**Recognition of Prior Learning (RPL)**

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

**Code of practice for assessors**

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and checklist for assessors**

### ***Instructions***

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### ***Preparation***

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

**Briefing checklist**

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

**Checklist for Assessors**

	Tick (✓)	Remarks
<b>Prior to the assessment I have:</b>		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for recording competency

### Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for different assessment methods

### Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

## Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

## Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*“These written questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability.*

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

## Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

## Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

## Competency Standard

<b>UNIT TITLE:</b> CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL		<b>NOMINAL HOURS:</b> 120
<b>UNIT NUMBER:</b> D1.LAN.CL10.01		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to converse orally in English in the workplace at a basic operational level.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b></p> <p>1.1 Use and respond appropriately to <i>opening comments</i></p> <p>1.2 Comment on <i>familiar topics</i></p> <p>1.3 Talk about a past event</p> <p>1.4 Use <i>closing remarks</i> appropriately to end the conversation</p> <p><b>Element 2: Respond to simple verbal instructions or requests</b></p> <p>2.1 <i>Confirm understanding</i> of supervisor's instructions or requests</p> <p>2.2 Request <i>repetition or clarification</i> of instructions or requests</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies where conversing in English at a basic operational level is required within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation</li> </ol> <p><i>Opening comments</i> may include:</p> <ul style="list-style-type: none"> <li>• How are you?</li> <li>• How did your shift go?</li> <li>• Is there anything I need to know?</li> </ul>	

<p><b>Element 3: Make simple requests</b></p> <p>3.1 Use <i>polite forms</i> to make simple requests</p> <p>3.2 Thank the person responding to your request</p> <p>3.3 Acknowledge the person who cannot respond to your request</p> <p><b>Element 4: Describe routine procedures</b></p> <p>4.1 Explain a <i>sequence</i> of events in carrying out a routine job</p> <p>4.2 Describe <i>exceptions</i> to routine procedures</p> <p>4.3 <i>Make suggestions</i> on how to improve routine procedures</p> <p><b>Element 5: Express likes, dislikes and preferences</b></p> <p>5.1 Talk about likes and dislikes of familiar topics and situations</p> <p>5.2 Discuss preferences and give reasons</p> <p><b>Element 6: Identify different forms of expression in English</b></p> <p>6.1 Construct a <i>formal sentence</i></p> <p>6.2 Identify indicators of <i>informal expressions in English</i></p> <p>6.3 Differentiate between '<i>open-ended</i>' and '<i>closed</i>' questions</p>	<ul style="list-style-type: none"> <li>• You should be aware.</li> </ul> <p>Familiar topics may include:</p> <ul style="list-style-type: none"> <li>• Giving directions</li> <li>• Providing advice on the best places to shop, eat, hear music, view art, etc</li> <li>• Providing advice about a customer's special needs</li> <li>• Providing information</li> <li>• Referring a customer complaint to a supervisor.</li> </ul> <p><i>Closing remarks</i> may include:</p> <ul style="list-style-type: none"> <li>• I hope you enjoy your stay/tour</li> <li>• Goodbye and I hope we see you again soon</li> <li>• Thank you for staying at...; Please enjoy your tour.</li> </ul> <p><i>Confirm understanding</i> of supervisor's information or requests may include:</p> <ul style="list-style-type: none"> <li>• So you want me to ...?</li> <li>• I understand you would like me to ...</li> </ul> <p><i>Ways to seek repetition or clarification</i> may include:</p> <ul style="list-style-type: none"> <li>• Asking the person to repeat themselves, e.g. <ul style="list-style-type: none"> <li>▪ Would you mind saying that again?</li> <li>▪ Sorry I didn't catch that</li> <li>▪ Sorry I missed that</li> <li>▪ Can you go over that again? Can you say that again please?</li> </ul> </li> <li>• Seeking clarification, e.g. <ul style="list-style-type: none"> <li>▪ What should I do when I finish that?</li> <li>▪ You would like me to swap shifts with you?</li> </ul> </li> </ul>
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*Polite forms* used for making requests may include:

- I wonder if you would do my afternoon shift for me tomorrow?
- Would it be possible to swap shifts?
- Could I change shifts because I have to ...?

*Sequence markers* may include:

- First
- Then
- After that
- Next
- At the end
- Finally.

*Exceptions* to routine procedures may include:

- Sometimes ...happens.
- Occasionally, I ...
- When ... happens, I usually ...but this doesn't happen very often.

*Ways to make suggestions* may include:

- Why don't I check that for you?
- I think it would be a good idea if ...
- How about ...?
- Let's ...
- I think it would be a good idea if you ...

A formal sentence refers to:

- Written or verbal language that is grammatically correct and uses the correct tense consistently within the same sentence or paragraph
- A sentence using modals, such as would, could.

Informal expressions in English refers to:

- Written or verbal language that may not be grammatically correct and/or may contain colloquialisms, or expletives, or slang words.

An '*open-ended*' question refers to:

- A question that is phrased to obtain a full answer e.g. 'where would you like to go?'

A '*closed*' question refers to:

- A question that forces a choice e.g. a 'yes' or 'no' answer.

#### **Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- Ability to distinguish formal and informal expressions in English
- Ability to initiate conversations
- Ability to respond to opening conversation remarks
- Ability to keep a conversation going on familiar topics
- Ability to talk about past events using sequence markers and correct tense
- Ability to close a conversation politely
- Ability to ask pertinent questions to clarify instructions and requests
- Ability to make polite requests
- Ability to explain routine work procedures
- Ability to make suggestions
- Ability to discuss likes, dislikes and preferences.

**Linkages To Other Units**

This unit may link to other ASEAN competency standards including:

- Communicate in English on a telephone
- Communicate on the telephone
- Read and write English at a basic operational level
- Respond to instructions given in English
- Write a short message in English.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of the differences between formal and informal English
- Demonstrated ability to use polite forms
- Demonstrated ability to participate in day to day casual conversations
- Demonstrated ability to use correct 'open' and 'closed' question forms; this includes the use of auxiliary verbs and questions
- Demonstrated ability to make polite requests; this includes the correct use of modals, such as would and could
- Demonstrated ability to explain routine procedures; this includes the correct use of sequence markers such as first, then, etc. and the use of adverbs to describe exceptions to routine procedures such as: usually, sometimes, often, occasionally
- Demonstrated ability to make suggestions; this includes the correct use of modals, such as could and would
- Demonstrated ability to express likes, dislikes and preferences; this includes the correct use of verb forms.

	<p><b>Context of Assessment</b></p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• Actual or simulated workplace application of situations where people converse at a basic operational level in the workplace.</li> </ul>		
	<p><b>Resource implications</b></p> <p>Training and assessment must ensure there is access to suitably qualified English as a second language (ESL) teachers.</p>		
	<p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Interviews</li> <li>• Role plays</li> <li>• Oral and written questions.</li> </ul>		
	<p><b>Key Competencies in this Unit</b></p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating and reshaping tasks</i></p>		
	<p><b>Key Competencies</b></p>	<p><b>Level</b></p>	<p><b>Examples</b></p>
	<p>Collecting, organizing and analysing information</p>	<p>1</p>	<p>Talk about familiar topics such as work routines, sport, the weather, current events</p>
	<p>Communicating ideas and information</p>	<p>1</p>	<p>Participate in short casual conversations on familiar topics</p>

	Planning and organizing activities	1	Discuss routine work procedures
	Working with others and in teams	1	Express likes, dislikes and preferences
	Using mathematical ideas and techniques	1	Talk about time required to complete work tasks
	Solving problems	1	Make suggestions
	Using technology	1	Use a computer or photocopier



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Converse in English at a basic operational level D1.LAN.CL10.01
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Give me two examples of an opening comment, statement or question you might use to start a conversation with a work colleague.	<input type="checkbox"/>	<input type="checkbox"/>
2. Comment on today's weather.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Identify a past event you have experienced and make a comment about that event.	<input type="checkbox"/>	<input type="checkbox"/>
4. Give me an example of remarks you might use to end a conversation with a work colleague.	<input type="checkbox"/>	<input type="checkbox"/>
5. How might you confirm understanding of a direction or instruction given to you by a supervisor?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Your supervisor has asked you to perform a workplace task but you did not fully understand the instructions given to you. How will you seek clarification of this direction/request?	<input type="checkbox"/>	<input type="checkbox"/>
7. Give me an example of how you would politely ask a work colleague to assist you with a task.	<input type="checkbox"/>	<input type="checkbox"/>
8. A colleague has passed on important workplace information to you. How might you thank him/her for this?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What would you say to a colleague you have asked for assistance but who is unable to help you?	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify a common workplace task and explain the sequence of events involved in completing that task.	<input type="checkbox"/>	<input type="checkbox"/>
11. Using the task identified in the previous question give me an example of when there may be a need to make an exception to 'normal routine', and tell me what those differences may be.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You believe you have identified an easier or better way to complete a routine workplace task. How will you pass this suggestion on to management?	<input type="checkbox"/>	<input type="checkbox"/>
13. Tell me about food you like and dislike. What are those foods and why do you like or dislike them?	<input type="checkbox"/>	<input type="checkbox"/>
14. What type of job would you like to have and why?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Give me an example of a sentence using the word 'would' and a sentence using the word 'could'.	<input type="checkbox"/>	<input type="checkbox"/>
16. Identify two informal English expressions and explain what they mean when used in conversation.	<input type="checkbox"/>	<input type="checkbox"/>
17. What is the difference between an 'open' question and a 'closed' question? Give me an example of each.	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Converse in English at a basic operational level – D1.LAN.CL10.01

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. What are the functions of opening statements?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

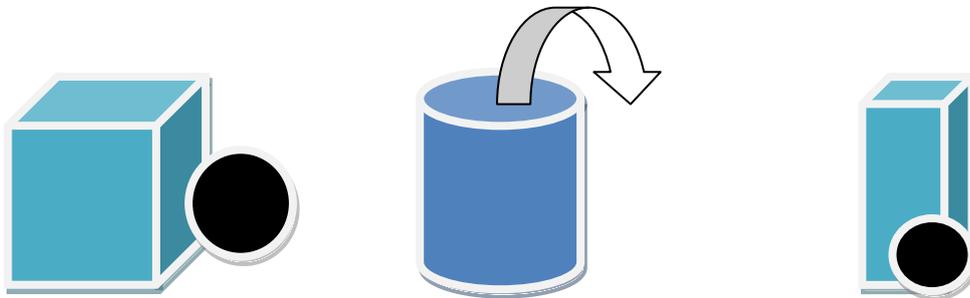
\_\_\_\_\_

2. Give two examples of opening statements.

a) \_\_\_\_\_

b) \_\_\_\_\_

3. What is the meaning of the diagrams below?



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

4. What are the three steps to follow when you receive a customer complaint?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

5. Conjugate the following verbs into the simple past tense and give example sentences for each.

a. (see) \_\_\_\_\_

b. (go) \_\_\_\_\_

6. Why are closing remarks an important part of a conversation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How can you confirm that you understand your supervisor's instructions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Answer 'True' or 'False' to the following statement: *You should never ask a supervisor to repeat his instructions.*

True  False

9. Review the following requests and write down the appropriate method of asking for it.

a. You want to ask your boss for a day off

Request: \_\_\_\_\_

b. You want to ask your friend for some money

Request: \_\_\_\_\_

10. Answer 'True' or 'False' to the following statement: *There are degrees of politeness in English that are determined by the situation and the type of request.*

True  False

11. Write down two different ways to say 'Thank You' in English.

a) \_\_\_\_\_

b) \_\_\_\_\_

12. Answer 'True' or 'False' to the following statement: *If a customer doesn't speak my language or English, I should just ignore him/her.*

True  False

13. Read the following instructions and put the tasks in order.

To make a ham and cheese sandwich:

\_\_\_\_\_ Then put the slices of ham on the bread.

\_\_\_\_\_ First, spread mustard or mayonnaise on the bread.

\_\_\_\_\_ Finally, eat your sandwich.

\_\_\_\_\_ Next, put the cheese on top.

\_\_\_\_\_ After that, put the two halves together.

14. Describe your typical day at work using at least three adverbs of frequency.

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15. Make formal suggestions to solve the following problems.

a. (it's very hot in the office) \_\_\_\_\_

b. (the lunch break is too short) \_\_\_\_\_

16. Write about three different things you like or dislike using **different expressions**.

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17. Answer 'True' or 'False' to the following statement: *When I state my preferences, it's not necessary to give reasons to support them.*

True  False

18. Read the questions below and change them from informal to formal.

a. (Can I have your name?) \_\_\_\_\_

b. (What do you want to eat?) \_\_\_\_\_

19. When is using informal expression appropriate?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Write two open-ended and two closed questions.

Open-ended:

a) \_\_\_\_\_

b) \_\_\_\_\_

Closed:

a) \_\_\_\_\_

b) \_\_\_\_\_

# Answers to Written Questions

## Converse in English at a basic operational level – D1.LAN.CL10.01

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

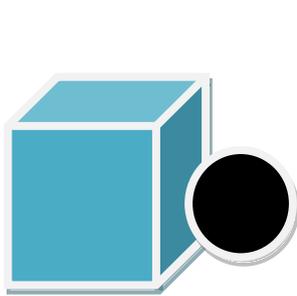
**1. What are the functions of opening statements?**

Opening statements start a conversation. They tell the listener the purpose of the interaction and give direction on how to continue the conversation.

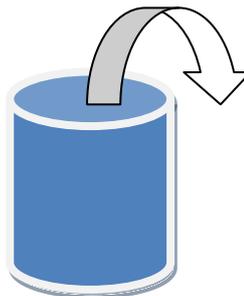
**2. Give two examples of opening statements.**

- a) How's the weather today?
- b) Are you busy today?

**3. What is the meaning of the diagrams below?**



a. next to



b. out of



c. at the bottom of

**4. What are the three steps to follow when you receive a customer complaint?**

- a) Apologize
- b) Attempt to solve the problem
- c) Alert the supervisor

**5. Conjugate the following verbs into the simple past tense and give example sentences for each.**

- a. (see) saw (and sentence)
- b. (go) went (and sentence)

**6. Why are closing remarks an important part of a conversation?**

Closing remarks end a conversation in a pleasant manner.

**7. How can you confirm that you understand your supervisor's instructions?**

By using body language or appropriate verbal remarks

**8. Answer 'True' or 'False' to the following statement: You should never ask a supervisor to repeat his instructions.**

False

**9. Review the following requests and write down the appropriate method of asking for it.**

a. You want to ask your boss for a day off

Request: **Would it be OK if I took tomorrow off?**

b. You want to ask your friend for some money

Request: **Can I borrow some money?**

**10. Answer 'True' or 'False' to the following statement: There are degrees of politeness in English that are determined by the situation and the type of request.**

True

**11. Write down two different ways to say 'Thank You' in English.**

a) Thanks a lot

b) I really appreciate it

**12. Answer 'True' or 'False' to the following statement: If a customer doesn't speak my language or English, I should just ignore him/her.**

False

**13. Read the following instructions and put the tasks in order.**

To make a ham and cheese sandwich:

  2   Then put the slices of ham on the bread.

  1   First, spread mustard or mayonnaise on the bread.

  5   Finally, eat your sandwich.

  3   Next, put the cheese on top.

  4   After that, put the two halves together.

**14. Describe your typical day at work using at least three adverbs of frequency.**

(Students must write about their day using words such as *always*, *often*, *sometimes* and *never*)

**15. Make formal suggestions to solve the following problems.**

a. (it's very hot in the office) **I think we should turn on the air conditioner.**

b. (the lunch break is too short) **In my opinion, our lunch break should be longer.**

**16. Write about three different things you like or dislike using different expressions.**

(Students must use expression such as *adore*, *hate*, *like very much*, etc.)

**17. Answer 'True' or 'False' to the following statement: When I state my preferences, it's not necessary to give reasons to support them.**

False

**18. Read the questions below and change them from informal to formal.**

a. (Can I have your name?) **May I have your name, please?**

b. (What do you want to eat?) **What would you like to eat, sir/madam?**

**19. When is using informal expression appropriate?**

When speaking with friends, family or close acquaintances/co-workers

**20. Write two open-ended and two closed questions.**

Open-ended:

a) **How are you today?**

b) **Why did he go to the city?**

Closed:

a) **How old are you?**

b) **Do you like fish?**



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Converse in English at a basic operational level D1.LAN.CL10.01
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Participate in simple conversations on familiar topics with work colleagues</li> <li>b) Respond to simple verbal instructions or requests</li> <li>c) Make simple requests</li> <li>d) Express likes, dislikes and preferences</li> <li>e) Identify different forms of expression in English</li> <li>f) Enter the date on which the tasks were undertaken</li> </ol> </li> <li>2. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>3. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b>		
Use and respond appropriately to opening comments	<input type="checkbox"/>	<input type="checkbox"/>
Comment on familiar topics	<input type="checkbox"/>	<input type="checkbox"/>
Talk about a past event	<input type="checkbox"/>	<input type="checkbox"/>
Use closing remarks appropriately to end the conversation	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 2: Respond to simple verbal instructions or requests</b>		
Confirm understanding of supervisor's instructions or requests	<input type="checkbox"/>	<input type="checkbox"/>
Request repetition or clarification of instructions or requests	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Make simple requests</b>		
Use polite forms to make simple requests	<input type="checkbox"/>	<input type="checkbox"/>
Thank the person responding to your request	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledge the person who cannot respond to your request	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Describe routine procedures</b>		
Explain a sequence of events in carrying out a routine job	<input type="checkbox"/>	<input type="checkbox"/>
Describe exceptions to routine procedures	<input type="checkbox"/>	<input type="checkbox"/>
Make suggestions on how to improve routine procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Express likes, dislikes and preferences</b>		
Talk about likes and dislikes of familiar topics and situations	<input type="checkbox"/>	<input type="checkbox"/>
Discuss preferences and give reasons	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6: Identify different forms of expression in English</b>		
Construct a formal sentence	<input type="checkbox"/>	<input type="checkbox"/>
Identify indicators of informal expressions in English	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate between 'open-ended' and 'closed' questions	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Feedback to student and trainer/assessor</b>			
<b>Strengths:</b>			
<b>Improvements needed:</b>			
<b>General comments:</b>			
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Converse in English at a basic operational level D1.LAN.CL10.01		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Participates in simple conversations with colleagues on familiar topics making appropriate comments throughout and when opening and closing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to verbal instructions or requests seeking repetition and/or clarification as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes simple requests politely acknowledging appropriately those who are unable to help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes routine procedures and exceptions to routine procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes suggestions for improvements to routine procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses/talks about personal likes, dislikes and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constructs formal sentences when conversing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands informal English expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses and understands the difference between 'open' and 'closed' questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

--

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Converse in English at a basic operational level	D1.LAN.CL10.01
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b>						
Use and respond appropriately to opening comments						
Comment on familiar topics						
Talk about a past event						
Use closing remarks appropriately to end the conversation						
<b>Element 2: Respond to simple verbal instructions or requests</b>						
Confirm understanding of supervisor's instructions or requests						
Request <i>repetition or clarification</i> of instructions or requests						
<b>Element 3: Make simple requests</b>						
Use polite forms to make simple requests						
Thank the person responding to your request						
Acknowledge the person who cannot respond to your request						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 4: Describe routine procedures</b>						
Explain a sequence of events in carrying out a routine job						
Describe exceptions to routine procedures						
Make suggestions on how to improve routine procedures						
<b>Element 5: Express likes, dislikes and preferences</b>						
Talk about likes and dislikes of familiar topics and situations						
Discuss preferences and give reasons						
<b>Element 6: Identify different forms of expression in English</b>						
Construct a formal sentence						
Identify indicators of informal expressions in English						
Differentiate between 'open-ended' and 'closed' questions						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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