UNIT TITLE: CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL	**NOMINAL HOURS:** 120
UNIT NUMBER: D1.LAN.CL10.01	
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to converse orally in English in the workplace at a basic operational level.	

ELEMENTS AND PERFORMANCE CRITERIA	**UNIT VARIABLE AND ASSESSMENT GUIDE**
Element 1: Participate in simple conversations on familiar topics with work colleagues **1.1** Use and respond appropriately to *opening comments* **1.2** Comment on *familiar topics* **1.3** Talk about a past event **1.4** Use *closing remarks* appropriately to end the conversation **Element 2: Respond to simple verbal instructions or requests** **2.1** *Confirm understanding* of supervisor's instructions or requests **2.2** Request *repetition or clarification* of instructions or requests **Element 3: Make simple requests** **3.1** Use *polite forms* to make simple requests **3.2** Thank the person responding to your request **3.3** Acknowledge the person who cannot respond to your request	**Unit Variables** 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: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Opening comments* may include: • How are you? • How did your shift go? • Is there anything I need to know? • You should be aware. *Familiar topics* may include: • giving directions • providing advice on the best places to shop, eat, hear music, view art, etc

Element 4: Describe routine procedures **4.1** Explain a *sequence* of events in carrying out a routine job **4.2** Describe *exceptions* to routine procedures **4.3** *Make suggestions* on how to improve routine procedures **Element 5: Express likes, dislikes and preferences** **5.1** Talk about likes and dislikes of familiar topics and situations **5.2** Discuss preferences and give reasons **Element 6: Identify different forms of expression in English** **6.1** Construct *a formal sentence* **6.2** Identify indicators of *informal expressions in English* **6.3** Differentiate between *'open-ended'* and *'closed'* questions	• providing advice about a customer's special needs • providing information • referring a customer complaint to a supervisor. *Closing remarks* may include: • I hope you enjoy your stay/tour • Goodbye and I hope we see you again soon • Thank you for staying at…; Please enjoy your tour. *Confirm understanding* of supervisor's information or requests may include: • So you want me to …? • I understand you would like me to … Ways to seek *repetition or clarification* may include: • Asking the person to repeat themselves, e.g. ▪ Would you mind saying that again? ▪ Sorry I didn't catch that ▪ Sorry I missed that ▪ Can you go over that again? Can you say that again please? • Seeking clarification, e.g. ▪ What should I do when I finish that? ▪ You would like me to swap shifts with you? *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. **Context of Assessment** Assessment must ensure: • actual or simulated workplace application of situations where people converse at a basic operational level in the workplace. **Resource implications** Training and assessment must ensure there is access to suitably qualified English as a second language (ESL) teachers. **Assessment Methods** The following methods may be used to assess competency for this unit: • observation of practical candidate performance • interviews

- role plays
- oral and written questions

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating and reshaping tasks

Key Competencies	Level	Examples
Collecting, organizing and analyzing information	1	Talk about familiar topics such as work routines, sport, the weather, current events
Communicating ideas and information	1	Participate in short casual conversations on familiar topics
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