

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	
<p>Element 1: Participate in simple conversations on familiar topics with work colleagues</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>Element 2: Respond to simple verbal instructions or requests</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>Element 3: Make simple requests</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>Unit Variables</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"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Opening comments</i> may include:</p> <ul style="list-style-type: none"> • How are you? • How did your shift go? • Is there anything I need to know? • You should be aware. <p><i>Familiar topics</i> may include:</p> <ul style="list-style-type: none"> • giving directions • providing advice on the best places to shop, eat, hear music, view art, etc 	

<p>Element 4: Describe routine procedures</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>Element 5: Express likes, dislikes and preferences</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>Element 6: Identify different forms of expression in English</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"> • providing advice about a customer’s special needs • providing information • referring a customer complaint to a supervisor. <p><i>Closing remarks</i> may include:</p> <ul style="list-style-type: none"> • 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. <p><i>Confirm understanding</i> of supervisor’s information or requests may include:</p> <ul style="list-style-type: none"> • So you want me to ...? • I understand you would like me to ... <p><i>Ways to seek repetition or clarification</i> may include:</p> <ul style="list-style-type: none"> • Asking the person to repeat themselves, e.g. <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ What should I do when I finish that? ▪ You would like me to swap shifts with you? <p><i>Polite forms</i> used for making requests may include:</p> <ul style="list-style-type: none"> • 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 ...? <p><i>Sequence markers</i> may include:</p>
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- 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