





## Certificate

### CURRICULUM COMPLIANCE TO NATIONAL OCCUPATIONAL STANDARD

is hereby issued by the

**MANAGEMENT & ENTREPRENEURSHIP AND PROFESSIONAL SKILLS  
COUNCIL (MEPSC)**

for the

**MODEL CURRICULUM**

Complying to National Occupational Standard: 'Use basic english for employability – Variant II'  
NOS Code: 'MEP/N9992' NSQF Level 3'

Date of Issuance: Sep 4<sup>th</sup>, 2018

Valid up to : Sep 3<sup>rd</sup>, 2022

*\*Valid up to the next review date of the Qualification Pack or the  
'Valid up to' date mentioned above (whichever is earlier)*



Authorised Signatory  
(Management & Entrepreneurship and Professional Skills  
Council (MEPSC))

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# Use Basic English for Employability – Variant II

## CURRICULUM / SYLLABUS

This program is aimed at training candidates on the National Occupation Standard “Use Basic English for Employability – Variant II”, in the “Management, Entrepreneurship and Professional Skills” Sector/Industry and aims at building the following key competencies amongst the learner.

<b>NOS Name</b>	<b>Use Basic English for Employability – Variant II</b>
<b>NOS Code</b>	MEP/N9992 v1.0
<b>Version Update Date</b>	26/08/2018
<b>Pre-requisites to Training</b>	No formal education
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• can follow speech that is very slow and carefully articulated in areas of immediate priority (e.g. basic personal and family information, shopping, local geography, employment etc.) with long pauses for him/her to assimilate meaning.</li> <li>• can use familiar everyday expressions and memorized phrases about needs of a concrete type with frequent use of the mother tongue.</li> <li>• can read very short and simple texts, picking up familiar names and basic phrases one at a time and re-reading as required.</li> <li>• can write short, simple sentences on predictable topics.</li> </ul>



Sr. No	Module	Key Learning Outcomes	Equipment Required
		<p>names of family members, etc.</p> <ul style="list-style-type: none"> <li>recognise and read aloud the name of their country, state, etc.</li> <li>recognise and read aloud the numbers from 1 to 20 correctly in English</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write basic personal information such as name, gender, date of birth, ID numbers, address, nationality, marital status</li> </ul>	
3.	<p><b>Family and Friends</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the words for immediate family members <i>(Vocabulary: father, mother, brother, sister, grandfather, grandmother, etc.)</i></li> <li>recognise simple personal pronouns <i>(he/she/we/they)</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>state the names of his or her family members</li> <li>respond to simple questions about family and friends</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify kinship words</li> <li>identify simple personal pronouns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write kinship words</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p>
4.	<p><b>Human Body</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise basic vocabulary for parts of the body</li> <li>recognise the names of common diseases</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>say the names of parts of the body</li> <li>say the names of a few common diseases</li> <li>learn the plurals: hands, arms, legs and feet.</li> <li>use the names of parts of the body in English even when talking in any vernacular language</li> <li>pronounce these words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify the names of body parts</li> <li>identify the names of common diseases</li> <li>identify the plurals of body parts</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
5.	<p><b>Colours</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the names of common colours</li> <li>recognize specific colours when used in the description of everyday objects</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>state the names of common colours</li> <li>identify and name common objects by their</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and</p>

Sr. No	Module	Key Learning Outcomes	Equipment Required
		<p>colours (<i>green leaves, pink rose, etc</i>)</p> <ul style="list-style-type: none"> <li>use the names of colours in English even when talking in any vernacular language</li> <li>pronounce these words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify the written English names of common colours</li> </ul>	<p>video seamlessly</p> <p>Speakers and Listening accessories</p>
6.	<p><b>Home and Neighbourhood</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise simple words related to home and neighbourhood</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>state where they live</li> <li>name the rooms in their house, and household objects</li> <li>name the types of buildings in their neighbourhood (<i>Vocabulary: bank, post office, market, etc.</i>)</li> <li>use the names of these places in English even when talking in any vernacular language</li> <li>pronounce these words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read and identify very simple words related to home and neighbourhood such as doors, windows, roofs and garden and market, bank, etc.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write simple words related to home and the neighbourhood</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
7.	<p><b>Time and Calendar</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the names of days of the week</li> <li>recognise the names of the months</li> <li>recognise the time of the day</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>ask and tell day of the week, time of the day and date accurately</li> <li>ask and tell the names of the months</li> <li>use the names of the days of the week and months in English even when talking in any vernacular language</li> <li>discuss routine activities</li> <li>pronounce these words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify the days of the week, months on a calendar</li> <li>identify the time correctly by looking at a clock/watch</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write dates, time of the day</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
8.	<p><b>Weather and Seasons</b> <b>Theory Duration</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the names of the seasons</li> </ul>	<p>Training Kit (PowerPoint,</p>

Sr. No	Module	Key Learning Outcomes	Equipment Required
	(00:30) <b>Practical Duration</b> (01:00)	<ul style="list-style-type: none"> <li>recognise weather words (<i>Vocabulary: sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, etc.</i>)</li> <li>recognise names of natural disasters (<i>Vocabulary: Floods, cyclone, earthquake, landslide, avalanche, drought, etc</i>)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>name different types of weather (<i>Vocabulary: sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, etc.</i>)</li> <li>state the names of the seasons</li> <li>use the names of seasons and weather words in English even when talking in any vernacular language</li> <li>pronounce the taught words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify weather words and names of the seasons in simple sentences</li> </ul>	Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
9.	<b>Home and Neighbourhood Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the names of common clothing and accessories</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>name personal clothing and the clothing of others</li> <li>ask simple questions related to clothing</li> <li>use the names of common clothing in English even when talking in any vernacular language</li> <li>pronounce the taught words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identify words related to clothes and accessories</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
10.	<b>Food and drinks Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise the names of common food and drinks</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>name words related to food and drinks</li> <li>use the names of common food and drinks in English even when talking in any vernacular language</li> <li>answer simple questions related to food and drinks (<i>Sentence Structure: What did you eat? I ate _____. What are you eating? I am eating _____. What do you eat in the morning? I eat _____ in the morning.</i>)</li> <li>pronounce the taught words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read and recognise words related to food and drinks</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
11.	<b>Directions Theory Duration</b>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise basic vocabulary related to</li> </ul>	Training Kit (PowerPoint,



Sr. No	Module	Key Learning Outcomes	Equipment Required
	(00:30) <b>Practical Duration</b> (01:00)	<ul style="list-style-type: none"> <li>directions</li> <li>○ interpret basic direction phrases (<i>Vocabulary: Turn right/left; Go straight, etc.</i>)</li> <li>○ recognise basic words related to position/location of objects (<i>Vocabulary: in, on, out, outside, under, etc.</i>)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>○ ask and tell directions correctly</li> <li>● use words related to directions in English even when talking in a vernacular language</li> <li>● pronounce the taught words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● identify basic words related to direction and position of landmarks on maps</li> <li>● identify traffic signs</li> </ul>	Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
12.	<b>Markets</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● recognise basic terminology and short phrases of English, commonly used in the market place</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● develop functional language and vocabulary for everyday basic shopping activities</li> <li>● use the names of common food and drinks in English even when talking in any vernacular language</li> <li>● pronounce the taught words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● identify names of products at a market or a supermarket</li> <li>● identify names of products in advertisements, etc.</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
13.	<b>Everyday objects</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● recognise names of common objects</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● use the names of everyday objects in English even when talking in any vernacular language</li> <li>● pronounce these words correctly</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● identify names of everyday objects</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● spell and write simple everyday objects</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
14.	<b>Hobbies</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● recognise basic words and short phrases of English, commonly used to identify common hobbies</li> </ul> <p><b>Speaking</b></p>	Training Kit (PowerPoint, Trainer Guide)  Computers with

Sr. No	Module	Key Learning Outcomes	Equipment Required
	(01:00)	<ul style="list-style-type: none"> <li>name common leisure activities and hobbies</li> <li>use words related to leisure activities/hobbies even when talking in any vernacular language</li> <li>pronounce the taught words correctly</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>identify words related to hobbies and leisure activities</li> </ul>	requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
15.	<b>Transport</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words related to modes of transportation and vehicles</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>state the names of common modes of transport</li> <li>use words related to modes of transport in English even when talking in any vernacular language</li> <li>pronounce the taught words correctly</li> <li>use common verbs related to movement of transport (<i>Vocabulary: aeroplanes fly, boats sail, etc.</i>)</li> <li>list different kinds of travel documents (<i>Vocabulary: passports, ticket, boarding pass, etc</i>)</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>identify and read the names of various modes of transport read</li> <li>read the names of different types of travel documents (<i>Vocabulary: passports, ticket, boarding pass, etc</i>)</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
16.	<b>Feelings and emotions</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words related to common feelings and emotions</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>state the names of common professions</li> <li>use the names of common professions in English even when talking in a vernacular language</li> <li>pronounce words related to professions correctly</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>read and identify words related to professions</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>spell and write words related to professions</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
17.	<b>Travel</b> <b>Theory Duration</b> (00:30)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words related to travelling and travel requirements</li> <li>recognise words related to holidays</li> </ul>	Training Kit (PowerPoint, Trainer Guide)

Sr. No	Module	Key Learning Outcomes	Equipment Required
	<b>Practical Duration</b> (01:00)	and vacations <b>Speaking</b> <ul style="list-style-type: none"> <li>use simple words related to travelling in English even when talking in a vernacular language</li> <li>pronounce words related to travelling and holidays correctly</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>identify words related to travel and holidays</li> </ul>	Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
18.	<b>Occupations</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words related to common occupations/jobs</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>state the names of common professions</li> <li>use the names of common professions in English even when talking in a vernacular language</li> <li>pronounce words related to professions correctly</li> <li>ask and answer questions related to their job correctly</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>identify words related to professions</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
19.	<b>Workplace</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise common words used in the workplace</li> <li>recognise familiar English words and phrases used in the workplace especially as instructions, being directed for doing or not doing something, or related to direction, safety instructions, date and time, etc (<i>Vocabulary: Stop, Close the door, etc.</i>)</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>use basic work-related/occupation-related vocabulary in English even when talking in a vernacular language</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>read work-related/occupation-related vocabulary</li> <li>read health, safety, security signage, in English, at work and public places, or on gadgets and appliances, when accompanied by related images or graphics</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
20.	<b>Planning ahead</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words used to plan actions/activities</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>discuss activities planned for the next day/week/month, etc</li> </ul> <b>Reading</b>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds

Sr. No	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>read simple sentences describing activities planned for the next day/week/month, etc</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write simple sentences describing activities planned for the next day/week/month, etc</li> </ul>	<p>to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
21.	<p><b>Entertainment Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise words related to movies/arts/music/theatre etc</li> <li>recognize the names of places of entertainments</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use words related to entertainment in speech</li> <li>describe their likes and dislikes related to movies/arts/music/theatre etc</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read very short and simple English texts related to entertainment</li> <li>spot and interpret correctly quantified data, proper nouns and other very simple information in a short text such as on tickets</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write simple sentences about their favourite movies/arts/music/theatre etc</li> <li>describe entertainment schedules, programs, channels, etc., in short paragraphs</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
22.	<p><b>Festivals Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognise common festivals, words and phrases associated with common festivals</li> <li>follow simple sentences and questions related to festivals</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use words related to festivals in simple sentences</li> <li>describe their favourite festivals</li> <li>ask and answer questions related to festivals</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>spot and interpret correctly important information from a letter, card or email related to festivals and celebrations such as day, date, time, related time, venue and dress codes</li> <li>read very short and simple English texts on festivals, picking up familiar names and basic phrases</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write information or descriptive text in short paragraphs on festival and</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>

Sr. No	Module	Key Learning Outcomes	Equipment Required
		celebrations	
23.	<b>Sports</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognise words and phrases associated with sports</li> <li>interpret instructions and rules delivered in the context of sport</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>discuss with others in English, on sport</li> <li>describe his/her sporting interests, likes and dislikes</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>read and spot information related to sports and correctly identify specific details regarding teams, players, scores, results, venues and timings in notices, flyers, advertisements, etc</li> <li>interpret sport and game rules, guidelines and simple, brief instructions</li> <li>read short, illustrated narratives about sport</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>write short paragraphs on sports and games</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
24.	<b>Talking on the telephone</b> <b>Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>interpret important information (e.g. places and times) from short, phone conversations</li> <li>follow questions in English, on addressed to him/her, related to own identity and availability of others, over the phone</li> <li>recognise the phrase: <i>Can I take a message?</i></li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>make a phone call</li> <li>answer a phone call</li> <li>speak over the phone in an audible manner</li> <li>use appropriate greetings, opening and closing statements</li> <li>use common phone call phrases "<i>Can I speak to _____. I'm calling about _____. I'll call you back and sorry?</i>" (to ask for repetition)</li> <li>use common phrases for introducing oneself on the phone: (Sentence structure: <i>My name is _____.</i> )</li> <li>obtain information by means of a phone call using: <i>Can you tell me ____?</i></li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
25.	<b>Etiquette in Public Places</b> <b>Theory Duration</b> (00:30)	<b>Listening</b> <ul style="list-style-type: none"> <li>recognize basic, expressions used for requesting actions, expressing and acknowledging gratitude, agreeing and disagreeing, requesting and refusing</li> </ul>	Training Kit (PowerPoint,

Sr. No	Module	Key Learning Outcomes	Equipment Required
	<b>Practical Duration</b> (01:00)	<b>Speaking</b> <ul style="list-style-type: none"> <li>• speak in public places using a socially appropriate tone, pitch and manner</li> <li>• use polite word and avoid using expletives when speaking</li> <li>• use the correct words to expression gratitude, make requests, agree and disagree or refuse anything offered</li> </ul>	Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
26.	<b>Likes and Dislikes Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>• interpret phrases and expressions related to likes and dislikes</li> <li>• follow questions in English, on likes and dislikes</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>• describe their interests/likes and dislikes</li> <li>• ask and answer questions related to their likes and dislikes (Sentence structure: Do you like____? Yes, I do. No, I don't.)</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• write messages and online postings as a series of very short sentences about their likes/dislikes</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
27.	<b>Talking about the Past Theory Duration</b> (00:30)  <b>Practical Duration</b> (01:00)	<b>Listening</b> <ul style="list-style-type: none"> <li>• recognize words and phrases describing past activities</li> <li>• interpret questions about past activities</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>• use the correct form of action words when talking about past activities (Vocabulary: simple past tense of verbs Sentence structure: The film started at seven thirty.)</li> <li>• use the correct form of action words when talking about activities that were going on in the past (Vocabulary: past continuous tense of verbs Sentence structure: He was playing football.)</li> <li>• ask questions and answer question about activities in the past (Sentence structure: Where did you work before? I worked at _____.)</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write simple sentences describing activities done in the recent past.</li> </ul>	Training Kit (PowerPoint, Trainer Guide)  Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories
28.	<b>Hygiene and</b>	<b>Listening</b>	Training Kit

Sr. No	Module	Key Learning Outcomes	Equipment Required
	<p><b>Cleanliness</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<ul style="list-style-type: none"> <li>recognise instructions related to personal hygiene/workplace hygiene and cleanliness</li> <li>recognise words and phrases related to personal hygiene/workplace hygiene and cleanliness</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use every day and workplace English to interact with customers and share the required information regarding hygiene and cleanliness</li> <li>state the importance of personal and workplace hygiene</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read and comprehend information and instructions on hygiene and cleanliness</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write information or descriptive text in short paragraphs on hygiene and cleanliness</li> </ul>	<p>(PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
29.	<p><b>Environment</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>interpret words and phrases related to the environment</li> <li>interpret correctly by listening where something is, provided the object is in the immediate environment</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use words and phrases related to the environment in simple sentences</li> <li>ask questions and answer question related to the environment</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read short, illustrated narratives about the environment</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write information or descriptive text in short paragraphs on the environment</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
30.	<p><b>Technology</b> <b>Theory Duration</b> (00:30)</p> <p><b>Practical Duration</b> (01:00)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understand phrases and expressions related to technology</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use words and phrases related to technology in simple sentences</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>interpret correctly simple, brief instructions related to technology</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>complete simple online purchase or application, providing basic personal information such as name, e-mail address or telephone number, etc.</li> </ul>	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
	<b>Total Duration</b> <b>45:00</b>	<b>Unique Equipment Required:</b> Training Kit (PowerPoint, Trainer Guide)	

Sr. No	Module	Key Learning Outcomes	Equipment Required
	<b>Theory Duration</b> 15:00  <b>Practical Duration</b> 30:00	Computers with requisite processing speeds to play audio and video seamlessly  Speakers and Listening accessories	

*(This syllabus/ curriculum has been approved by Management, Entrepreneurship and Professional Skills Council)*



## Trainer Prerequisites for NOS: “Use Basic English for Employability – Variant II” MEP/N9992

Sr. No.	Area	Details
1	<b>Description</b>	The trainer is required to deliver the program on “Use Basic English For Employability – Variant II” MEP/N9992
2	<b>Personal Attributes</b>	Detail oriented, Expertise on the subject
3	<b>Minimum Educational Qualifications</b>	Graduate in any discipline
4a	<b>Domain Certification</b>	Certified for NOS: <u>“Use Basic English for Employability – Variant II”</u> MEP/N9992. Minimum accepted score is 80%
4b	<b>Platform Certification</b>	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted as per respective SSC guidelines is 80%.
5	<b>Experience</b>	3-5 years of experience

## Annexure: Assessment Criteria

### Criteria For Assessment Of Trainees

Compulsory NOS				Marks Allocation	
Total Marks: 100				Theory	Skills Practical
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of		
MEP/N9992 Use Basic English for Employability – Variant II	PC1. follow English speech and questions that are very slow and carefully articulated in areas of immediate priority (e.g. basic personal and family information, shopping, local geography, employment etc.) with long pauses for him/her to process meaning	<b>100</b>	6	0	6
	PC2. follow and use some basic, formulaic English expressions used for requesting actions, expressing and acknowledging gratitude, agreeing and disagreeing, requesting and refusing		6	0	6
	PC3. interpret correctly, figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. in a promotional announcement, or at a railway station or in a shop		6	0	6
	PC4. interpret correctly predictable instructions, repetitive information, in particular if the conditions of listening are good		6	2	4
	PC5. interpret correctly standard recorded messages, if messages are pronounced slowly and / or clearly, are illustrated or doubled by the paper and repeated, respectively		5	1	4
	PC6. converse with others on basic everyday themes, in limited, familiar contexts, using English language words and phrases with support from the other person through repetition, slowing pace and assisting in formulation		8	2	6
	PC7. describe himself/herself (e.g. interests, likes and dislikes, goals and desires), using basic English words and formulaic expressions, provided he/she can prepare in advance, in predictable situations		7	2	5
	PC8. use and interpret basic numbers in English, in everyday conversations		7	2	5
	PC9. apply very basic principles of word order in short English statements		7	2	5

	PC10. speak over the phone in an audible manner, using appropriate greetings, opening and closing statements in English		6	2	4
	PC11. read very short and simple English texts, picking up familiar names and basic phrases one at a time and re-reading as required, to follow key theme and message		6	2	4
	PC12. recognize names, the most common words or expressions in simple situations of the everyday life: signs, handwritten indications doubled by icons, prices, schedules		6	2	4
	PC13. spot and interpret correctly quantified data, proper nouns and other very simple information in a short text		6	2	4
	PC14. interpret correctly texts constituted of one or two sentences, containing familiar words and expressions (postcard or instructions)		6	2	4
	PC15. can write short, simple sentences in English on predictable topics		6	2	4
	PC16. write short phrases and messages for immediate communication needs eg. lunch break, do not disturb, counter closed, do not touch, call at 9xxxxxxxxxx (Phone number), etc.		6	2	4
		<b>100</b>	<b>100</b>	<b>25</b>	<b>75</b>