

Model Curriculum

Use basic English for employability – Variant III

SECTOR: Management, Entrepreneurship and
Professional Skills

NOS CODE: MEP/N9993 v1.0

NSQF LEVEL: 4



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 III'
NOS Code. 'MEP/N9993' NSQF Level 4'

Date of Issuance: Sep 4th, 2018

Valid up to : Sep 3rd, 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))

TABLE OF CONTENTS

1. Curriculum	01
2. Trainer Prerequisites	04
3. Annexure: Assessment Criteria	05

Use basic English for employability – Variant III

CURRICULUM / SYLLABUS

This program is aimed at training candidates on the National Occupation Standard “Use basic English for employability – Variant III” Sector/Industry and aims at building the following key competencies amongst the learner.

NOS Name	Use basic English for employability – Variant III
NOS Code	MEP/N9993 v1.0
Version Update Date	26/08/2018
Pre-requisites to Training	No formal education
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • can understand phrases and expressions related to areas of personal, social and professional domains provided speech is clearly articulated. • can use every day and workplace English to interact with customers and share the required information verbally as well as in written form. • can read and understand routine information and instructions, and the basic meaning of non-routine information only in a familiar area and re-reading as required. • can write short, simple messages and take notes on areas of immediate priority and can complete forms and necessary paperwork.

Sr. No.	Module	Key learning Outcomes	Equipment Required
1.	<p>Greetings Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise formal greetings recognise informal greeting phrases <p>Speaking</p> <ul style="list-style-type: none"> use appropriate greetings and phrases to greet customers and colleagues in a formal context use appropriate greetings and phrases during telephonic conversations frame basic Wh-questions (<i>How are you?</i>) and respond to them <p>Reading</p> <ul style="list-style-type: none"> recognize words and phrases in short paragraphs related to formal and informal greeting <p>Writing</p> <ul style="list-style-type: none"> use appropriate greetings in writing 	
2.	<p>Introduction to self Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> comprehend personal information when shared by others (e.g. name, age, place of residence, origin) in person and over telephone calls <p>Speaking</p> <ul style="list-style-type: none"> introduce yourself in English with confidence state where they are from: <ul style="list-style-type: none"> name their country state their address state their date of birth and state their age talk about your family (marital status, how many members etc) state your phone number properly talk about your job/profession discuss their educational qualifications <p>Reading</p> <ul style="list-style-type: none"> read one's name, names of family members, etc. read the name of their country, state, etc. recognize cardinal and ordinal numbers <p>Writing</p> <ul style="list-style-type: none"> write basic personal information such as name, gender, date of birth, ID numbers, address, 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>diseases in simple sentences and short paragraphs</p> <ul style="list-style-type: none"> identify the actions performed by various external body parts in simple sentences and paragraphs <p>Writing</p> <ul style="list-style-type: none"> Write simple sentences using names of body parts and common diseases. (Sentence structures: 1. I _____ a cold. 2. He _____ a toothache. We _____ 10 fingers.) 	
5.	<p>Colours</p> <p>Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> listen and recognise the names of colours recognize specific colours when used in the description of everyday objects <p>Speaking</p> <ul style="list-style-type: none"> say the names of colours identify and name common objects based on their colour ask questions about the colour of objects respond to questions related to the colour of objects <p>Reading</p> <ul style="list-style-type: none"> identify names of the colours in simple sentences <p>Writing</p> <ul style="list-style-type: none"> write simple sentences specifying the colours of objects (Sentence structures: 1. This is a _____ ball. 2. This is a red _____.) 	
6.	<p>Home and Neighbourhood</p> <p>Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise simple words related to home and neighbourhood <p>Speaking</p> <ul style="list-style-type: none"> Speak in simple sentences where you live talk about the places in your neighbourhood name the rooms and parts of a house (Vocabulary: (bedroom, kitchen, hall, toilet, bathroom, dining room, living room). describe about different objects in a room (Sentence structure: There is _____ and there are _____). name different types of housing (flat, hut, etc) and say what kind of house he or she lives in 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>Reading</p> <ul style="list-style-type: none"> read and identify words related to home and neighbourhood <p>Writing</p> <ul style="list-style-type: none"> frame simple sentences with words related to home and neighbourhood 	
7.	<p>Time and Calendar Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise the names of the days of the week recognize the names of months recognize the time of the day Recognize the present/past/future tenses in contextualized speech <p>Speaking</p> <ul style="list-style-type: none"> ask and speak about the day of the week, time of the day and date accurately talk about different activities you performed during different days of the week (<i>Sentence structure: I went to work on Monday. I went to the market on Tuesday. etc.</i>) talk about mealtimes and bedtime (when they wake up, everyday activities, etc.) name the months <p>Reading</p> <ul style="list-style-type: none"> identify the days of the week, months in paragraphs and sentences read the time correctly by looking at a clock/watch identify everyday action words <p>Writing</p> <ul style="list-style-type: none"> write simple sentences describing everyday activities write dates, time of the day, name of months 	
8.	<p>Weather and Seasons Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise the name of seasons recognize words related to weather recognize names of natural disasters <p>Speaking</p> <ul style="list-style-type: none"> name different types of weather and use these words in sentences (<i>Vocabulary: sunny, rainy, windy, cloudy, snowy, foggy, hot, cold</i>) Speak about different natural disasters in sentences (<i>Vocabulary: flood, drought, earthquake, landslide, etc</i>) Describe about different seasons and their characteristics 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> describe about current weather conditions <p>Reading</p> <ul style="list-style-type: none"> read and comprehend weather forecast and severe weather warnings read and comprehend simple sentences about seasons <p>Writing</p> <ul style="list-style-type: none"> write simple sentences using weather words, seasons and words related to nature and natural disasters 	
9.	<p>Clothes Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise the names of common clothing and accessories <p>Speaking</p> <ul style="list-style-type: none"> name personal clothing and the clothing of others ask and answer simple questions related to clothing answer questions related to formal and informal clothing <p>Reading</p> <ul style="list-style-type: none"> read and identify words related to clothes and accessories in short sentences and paragraphs read and differentiate between formal and informal clothing <p>Writing</p> <ul style="list-style-type: none"> frame sentences using words related to clothing and accessories write the names of common clothing 	
10.	<p>Food Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise the names of common food and drinks recognize the names of the various meals <p>Speaking</p> <ul style="list-style-type: none"> name words related to food and drinks use the names of common food and drinks in English even when talking in any vernacular language ask simple questions related to food and drinks identify different kinds of cuisines (Sentence structure: Do you like ____? Does he like ____?) talk about food preferences of self and others (Sentence structure: I like _____. He likes _____.) use singular and plural forms of food items correctly 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>Reading</p> <ul style="list-style-type: none"> read and recognise words related to food and drinks read food menus at restaurants read and identify food vocabulary in simple sentences and paragraphs <p>Writing</p> <ul style="list-style-type: none"> spell and write the names of common food and drinks frame simple sentences using words related to food and drinks 	
11.	<p>Directions Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise basic vocabulary related to directions understand basic direction phrases (<i>Vocabulary: Turn right/left; Go straight</i>) recognise basic words related to position/location of objects follow directions and reach the destination <p>Speaking</p> <ul style="list-style-type: none"> ask and state directions correctly describe routes and directions correctly use polite expressions and phrases while asking for directions (Phrases: Excuse me, Could you please...? (Sentence structure: <i>How do I get to XYZ? Can you help me find Hotel XYZ?</i>) <p>Reading</p> <ul style="list-style-type: none"> read basic words related to direction and position of landmarks on maps locate destinations and identify routes on maps correctly identify traffic signs <p>Writing</p> <ul style="list-style-type: none"> spell and write very basic words in English to convey direction write the directions to any given place on a map 	
12.	<p>Market Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise basic terminology and short phrases of English, commonly used in the markets and supermarkets recognize the different sections in a supermarket recognise and use 'these/those' and 'this one/that one' when making requests <p>Speaking</p> <ul style="list-style-type: none"> use the names of common food and drinks in simple sentences ask for things at a shop or a 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>supermarket using polite phrases such as yes, excuse me, please, thank you, etc.</p> <ul style="list-style-type: none"> make requests using 'Can I have one of these/this one' <p>Reading</p> <ul style="list-style-type: none"> read names of products at a market or a supermarket, or in advertisements read and understand product description <p>Writing</p> <ul style="list-style-type: none"> write simple sentences in English to describe products at a market or a super market 	
13.	<p>Everyday Objects Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise names of common objects recognise different objects by listening to their description <p>Speaking</p> <ul style="list-style-type: none"> ask questions about the position of everyday objects (Sentence structure: where are the keys?) describe different objects (Parts, Materials, Properties, Functions) <p>Reading</p> <ul style="list-style-type: none"> read the names and the description of everyday objects <p>Writing</p> <ul style="list-style-type: none"> spell and write simple everyday objects write simple sentences describing the parts, materials, properties, functions of everyday objects 	
14.	<p>Hobbies Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise basic words and short phrases of English, commonly used to identify common hobbies <p>Speaking</p> <ul style="list-style-type: none"> describe hobbies and leisure activities talk about hobbies and sports using related verbs – singing, collecting, playing, learning, etc use the simple present tense to talk about free time activities/hobbies <p>Reading</p> <ul style="list-style-type: none"> identify and comprehend words related to hobbies and leisure activities in simple sentences identify and comprehend hobby related verbs – singing, collecting, playing, learning, etc. in sentences <p>Writing</p> <ul style="list-style-type: none"> write words related to hobbies and leisure activities 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> frame sentences with words related to hobbies/leisure activities and sports (Sentence structure: I like dancing. He likes singing. John plays football.) write about favourite sports/games 	
15.	<p>Transport Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise words related to modes of transportation and vehicles simple phrases related to travel and transport (<i>Vocabulary: get in, jump off, etc</i>) <p>Speaking</p> <ul style="list-style-type: none"> ask questions related to travel and transport answer questions related to travel and transport use common verbs related to movement of transport (<i>Vocabulary: aeroplanes fly, boats sail, etc</i>) use simple phrases related to travel and transport (<i>Vocabulary: get in, jump off, etc</i>) talk about the modes of transport availed/used everyday name different kinds of travel documents (<i>Vocabulary: Passports, ticket, boarding pass, etc</i>) <p>Reading</p> <ul style="list-style-type: none"> identify and read the names of various modes of transport read identify different kinds of travel documents (Passports, ticket, boarding pass, etc) identify simple phrases related to travel and transport <p>Writing</p> <ul style="list-style-type: none"> write simple sentences using the names of transportation and vehicles 	
16.	<p>Feelings and Emotions Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise words and phrases words related to common feelings and emotions <p>Speaking</p> <ul style="list-style-type: none"> express one's feelings (<i>Vocabulary: sad/unhappy, depressed, angry, annoyed, irritated, mad, furious</i>) ask questions and answer about how one is feeling (<i>Sentence structure: What's the matter?; Are you OK / alright?; Are you happy/angry...? How do you feel when</i> 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>...?; Do you feel ... when...?)</p> <p>Reading</p> <ul style="list-style-type: none"> read and identify words related to feelings and emotions in simple sentences <p>Writing</p> <ul style="list-style-type: none"> write simple sentences expressing one's feeling 	
17.	<p>Travel Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise words and phrases related to travelling and travel requirements recognise words and phrases related to holidays and vacations <p>Speaking</p> <ul style="list-style-type: none"> talk about holiday plans describe holiday experiences ask questions related to travelling/holidays ask questions related to holiday destinations <p>Reading</p> <ul style="list-style-type: none"> identify and read words related to travel and holidays read and understand relevant information in travel guides, maps, vacation brochures, etc. <p>Writing</p> <ul style="list-style-type: none"> write short sentences describing holidays/vacations 	
18.	<p>Professions Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise words related to common professions/jobs recognise <p>Speaking</p> <ul style="list-style-type: none"> asking about jobs and answering questions related to jobs/occupations describes one job/occupation using appropriate words <p>Reading</p> <ul style="list-style-type: none"> read and identify words related to occupations/jobs read and understand simple description about jobs/occupations <p>Writing</p> <ul style="list-style-type: none"> write short sentences about jobs/occupations 	
19.	<p>Workplace Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise common words used in the workplace recognize familiar English words used in the workplace especially as instructions, being directed for doing or not doing something, or related to direction, safety instructions, date and 	

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p>time, such as 'Stop,' 'Close the door,' etc.</p> <p>Speaking</p> <ul style="list-style-type: none"> • use work-related/occupation-related vocabulary in speech • ask basic questions in areas of immediate needs at the workplace • use basic, familiar words and phrases, to identify accurately and highlight known areas of work, responsibilities and working relationships <p>Reading</p> <ul style="list-style-type: none"> • read words and phrases that have been taught with respect to the workplace • read critical health, safety, security signage, in English, at work and public places, or on gadgets and appliances, when accompanied by related images or graphics <p>Writing</p> <ul style="list-style-type: none"> • write short messages/notes related to workplace issues • write short instructions related to work to be done 	
20.	<p>Planning Ahead Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> • recognise words used to plan actions/activities <p>Speaking</p> <ul style="list-style-type: none"> • talk about activities planned for the next day/week/month, etc • describe career plans/future plans <p>Reading</p> <ul style="list-style-type: none"> • read simple sentences describing activities planned for the next day/week/month, etc <p>Writing</p> <ul style="list-style-type: none"> • write about one's career plans/holiday plans/future goals 	
21.	<p>Entertainment Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> • recognise words related to movies/arts/music/theatre etc • recognize the names of places of entertainments <p>Speaking</p> <ul style="list-style-type: none"> • use words related to entertainment in speech • describe their likes and dislikes related to movies/arts/music/theatre etc <p>Reading</p> <ul style="list-style-type: none"> • read very short and simple English texts related to entertainment • spot and interpret correctly quantified data, proper nouns and other very simple information in a short text such 	<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
24.	<p>Talking on the telephone Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> interpret important information (e.g. places and times) from short, phone conversations follow questions in English, on addressed to him/her, related to own identity and availability of others, over the phone recognise the phrase: <i>Can I take a message?</i> <p>Speaking</p> <ul style="list-style-type: none"> make a phone call answer a phone call speak over the phone in an audible manner use appropriate greetings, opening and closing statements 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) use common phrases for introducing oneself on the phone: (Sentence structure: <i>My name is _____.</i>) obtain information by means of a phone call using: <i>Can you tell me ____?</i> 	<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>
25.	<p>Etiquette in Public Places Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognize basic, expressions used for requesting actions, expressing and acknowledging gratitude, agreeing and disagreeing, requesting and refusing <p>Speaking</p> <ul style="list-style-type: none"> speak in public places using a socially appropriate tone, pitch and manner use polite word and avoid using expletives when speaking use the correct words to expression gratitude, make requests, agree and disagree or refuse anything offered 	<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>
26.	<p>Likes and Dislikes Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> interpret phrases and expressions related to likes and dislikes follow questions in English, on likes and dislikes <p>Speaking</p> <ul style="list-style-type: none"> describe their interests/likes and dislikes ask and answer questions related to their likes and dislikes (Sentence structure: <i>Do you like ____?</i>) 	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening</p>

Sr. No.	Module	Key learning Outcomes	Equipment Required
		<p><i>Yes, I do. No, I don't.</i>)</p> <p>Writing</p> <ul style="list-style-type: none"> write messages and online postings as a series of very short sentences about their likes/dislikes 	accessories
27.	<p>Talking about the Past Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognize words and phrases describing past activities interpret questions about past activities <p>Speaking</p> <ul style="list-style-type: none"> use the correct form of action words when talking about past activities (<i>Vocabulary: simple past tense of verbs</i> <i>Sentence structure: The film started at seven thirty.</i>) use the correct form of action words when talking about activities that were going on in the past (<i>Vocabulary: past continuous tense of verbs</i> <i>Sentence structure: He was playing football.</i>) ask questions and answer question about activities in the past (<i>Sentence structure: Where did you work before? I worked at _____.</i>) <p>Writing</p> <ul style="list-style-type: none"> Write simple sentences describing activities done in the recent past. 	<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>
28.	<p>Hygiene and Cleanliness Theory Duration (00:30)</p> <p>Practical Duration (01:00)</p>	<p>Listening</p> <ul style="list-style-type: none"> recognise instructions related to personal hygiene/workplace hygiene and cleanliness recognise words and phrases related to personal hygiene/workplace hygiene and cleanliness <p>Speaking</p> <ul style="list-style-type: none"> use every day and workplace English to interact with customers and share the required information regarding hygiene and cleanliness state the importance of personal and workplace hygiene <p>Reading</p> <ul style="list-style-type: none"> read and comprehend information and instructions on hygiene and cleanliness <p>Writing</p> <ul style="list-style-type: none"> write information or descriptive text in short paragraphs on hygiene and cleanliness 	<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>
29.	<p>Environment Theory Duration (00:30)</p>	<p>Listening</p> <ul style="list-style-type: none"> interpret words and phrases related to the environment 	<p>Training Kit (PowerPoint, Trainer Guide)</p>

Sr. No.	Module	Key learning Outcomes	Equipment Required
	Practical Duration (01:00)	<ul style="list-style-type: none"> interpret correctly by listening where something is, provided the object is in the immediate environment <p>Speaking</p> <ul style="list-style-type: none"> use words and phrases related to the environment in simple sentences ask questions and answer question related to the environment <p>Reading</p> <ul style="list-style-type: none"> read short, illustrated narratives about the environment <p>Writing</p> <ul style="list-style-type: none"> write information or descriptive text in short paragraphs on the environment 	<p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening accessories</p>
30.	Technology Theory Duration (00:30) Practical Duration (01:00)	<p>Listening</p> <ul style="list-style-type: none"> understand phrases and expressions related to technology <p>Speaking</p> <ul style="list-style-type: none"> use words and phrases related to technology in simple sentences <p>Reading</p> <ul style="list-style-type: none"> interpret correctly simple, brief instructions related to technology <p>Writing</p> <ul style="list-style-type: none"> complete simple online purchase or application, providing basic personal information such as name, e-mail address or telephone number, etc. 	<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>
31.	Paragraph Writing Theory Duration (00:30) Practical Duration (01:00)	<p>Writing</p> <ul style="list-style-type: none"> write information or descriptive text in short paragraphs on various topics 	<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>
32.	Taking Notes Theory Duration (00:30) Practical Duration (01:00)	<p>Writing</p> <ul style="list-style-type: none"> write notes as information or descriptive text in short paragraphs as required 	<p>Training Kit (PowerPoint, Trainer Guide)</p> <p>Computers with requisite processing speeds to play audio and video seamlessly</p> <p>Speakers and Listening</p>

Sr. No.	Module	Key learning Outcomes	Equipment Required
			accessories
33.	Letter Writing Theory Duration (00:30) Practical Duration (01:00)	Reading <ul style="list-style-type: none"> read very simple formal English letters and correctly interpret them (e.g. information being provided or asked for, confirmation of transactions, etc.) Writing <ul style="list-style-type: none"> write basic letters in English, with accuracy to communicate the main message and specific details 	Training Kit (PowerPoint, Trainer Guide) Computers with requisite processing speeds to play audio and video seamlessly Speakers and Listening accessories
34.	Email Etiquette Theory Duration (00:30) Practical Duration (01:00)	Reading <ul style="list-style-type: none"> read very simple formal English emails and correctly interpret them (e.g. information being provided or asked for, confirmation of transactions, etc.) Writing <ul style="list-style-type: none"> write email in English, using professional protocols and following email etiquette 	Training Kit (PowerPoint, Trainer Guide) Computers with requisite processing speeds to play audio and video seamlessly Speakers and Listening accessories
35.	Commonly Asked Questions in an Interview Theory Duration (00:30) Practical Duration (01:00)	Listening <ul style="list-style-type: none"> listen and understand videos related to job interviews Speaking <ul style="list-style-type: none"> develop learners' vocabulary to talk about jobs and the interview process answer questions related to education, work experience, likes/dislikes, etc. Writing <ul style="list-style-type: none"> write a brief description about their last job 	Training Kit (PowerPoint, Trainer Guide) Computers with requisite processing speeds to play audio and video seamlessly Speakers and Listening accessories
36.	Asking questions in an Interview Theory Duration (00:30) Practical Duration (01:00)	Speaking <ul style="list-style-type: none"> ask questions politely to an interviewer make polite requests to an interviewer (<i>Sentence structure: Pardon me, which form do I need? Pardon me, may I sit here? May I come in, please? Could I _____? Is it all right if I _____? Do you think I could _____?</i>) 	Training Kit (PowerPoint, Trainer Guide) Computers with requisite processing speeds to play audio and video seamlessly Speakers and

Sr. No.	Module	Key learning Outcomes	Equipment Required
			Speakers and Listening accessories
	<p>Total Duration 60:00</p> <p>Theory Duration 20:00</p> <p>Practical Duration 40:00</p>	<p>Unique Equipment Required: 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>	

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

Trainer Prerequisites for NOS: “ Use basic English for employability – Variant III” MEP/N9993

Sr. No.	Area	Details
1	Description	The trainer is required to deliver the program on “Use basic English for employability – Variant III” MEP/N9993 v1.0
2	Personal Attributes	Detail oriented, Expertise on the subject
3	Minimum Educational Qualifications	Graduate in any discipline
4a	Domain Certification	Certified for NOS: “ <u>Use basic English for employability – Variant III</u> ” MEP/N9992. Minimum accepted score is 80%
4b	Platform Certification	Recommended that the Trainer is certified for the Job Role: “ <u>Trainer</u> ”, mapped to the Qualification Pack: “ <u>MEP/Q0102</u> ”. Minimum accepted as per respective SSC guidelines is 80%.
5	Experience	3-5 years of experience

Annexure: Assessment Criteria

Criteria For Assessment Of Trainees

Compulsory NOS				Marks Allocation	
Total Marks: 100					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N9993 Use basic English for employability – Variant III	PC1. follow English phrases and expressions related to areas of personal, social and professional domains provided speech is clearly articulated		4	0	4
	PC2. follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed in simple English language and there is visual support (e.g. slides, handouts)		6	2	4
	PC3. follow and correctly interpret instructions delivered in English, addressed to him/her and follow short, simple directions		4	0	4
	PC4. interpret correctly, when someone tells him/her in English, where something is, provided the object is in the immediate environment		4	0	4
	PC5. follow questions in English, on basic themes addressed to him/her, though the questions may need to be repeated		6	2	4
	PC6. converse with others including with customers, in English, on basic everyday themes, in limited, familiar contexts, with factual information		6	2	4
	PC7. ask and respond to basic direct questions in English, in an interview, spoken in direct non-idiomatic speech about personal details		6	2	4
	PC8. describe him/herself (e.g. interests, likes and dislikes, goals and desires) in English, using simple, rehearsed sentences		7	2	5
	PC9. read-out basic, short rehearsed texts or statements of English accurately, with short pauses		5	0	5
	PC10. speak over the phone in English, in an audible manner, using appropriate greetings, opening and closing statements		5	0	5
	PC11. speak in public places using a tone, pitch and manner that is socially appropriate		5	0	5

PC12. read and understand routine information and instructions in English, and the basic meaning of non-routine information only in a familiar area and re-reading as required	5	0	5
PC13. read short, simple English texts on familiar matters which consist of high frequency, every day or job-related language	5	0	5
PC14. read very basic formal English emails and letters and correctly interpret them (e.g. information being provided or asked for, confirmation of transactions, etc.)	5	0	5
PC15. read and correctly interpret simple, brief instructions provided that they are illustrated and not written in continuous text	7	2	5
PC16. write short, basic messages and take notes on areas of immediate priority and can complete forms and necessary paperwork, in English	4	0	4
PC17. write basic letters in English, with accuracy to communicate the main message and specific details	6	2	4
PC18. write email in English, using professional protocols and following email etiquette	6	2	4
PC19. write information or descriptive text in short paragraphs, in English, accurately and in a logical flow	4	0	4
	100	100	16
	100	16	84