

3.4. 5105 – Professional English

3.4.1. Introduction

English is the major language of international business. From this standpoint, there is an urgent need for the ambitious learners to not only maintain a good standard of English, but also to increase fluency and overall competence in their day-to-day interaction, in order to communicate effectively. With the implementation of the new structure of the Technical and Vocational Education Examination (TVEE), the new syllabus is designed to improve the candidate's ability and confidence in speaking, writing, reading and listening, in a business context. In this regard, it is incumbent on the learner to acquire vocabulary skills that are relevant, not only in a general context, but also in the context of their specific trade areas. By so doing, learners will acquaint and empower themselves with vocabulary items that will lay the foundations for their future in their respective specialties at the Advanced Level. Furthermore, studying a specialized vocabulary will offer a golden opportunity for learners to cope with the communication skills required in the competitive job market.

Therefore, the major difference between English 530, and Professional English 5105, lies at the level of vocabulary and specific trade needs.

The Examination shall comprise the following:

Paper One

Listening Comprehension: There shall be a listening comprehension text of about 400-500 words with questions based on it. The text type may either be a speech, a talk, a lecture, an interview, a commentary, news item or a radio announcement, and so on, based on a topical issue. There shall be a total of *10 questions* for this section. All the questions shall be of the multiple-choice type and shall carry *01 mark* each, giving a total of *10 marks* for the section.

Reading Comprehension: The examination shall be based on a text of between 500 – 750 words. The text shall reflect innovations in the world of business, science and technology, and other text types related to the different trades and professions. There shall be a total of *10 multiple-choice questions* for a total of *10 marks*.

Grammar: There shall be 15 MCQ questions for this section for a total of 15 marks.

Vocabulary: There shall be a total of 15 MCQ questions for this section for a total of 15 marks.

Oral Communication: The examination shall offer an opportunity for learners to interact with examiners through conversation. The examiner will provide lead questions in a variety of topics for conversation or dialogues. The questions are meant to provoke candidates to express themselves orally, but if the candidate is not familiar with a given topic, the examiner may switch to another topic, since the purpose of the examination is not only to test knowledge but also to test candidates' ability to articulate, pronounce, and follow a logical sequence with fluency. Candidates will be examined individually, in pairs or in groups of not more than five (05), depending on the questions chosen from the examination. Each candidate will be given *05-10 minutes*. The test shall carry 20 marks.

SPECIFIC REQUIREMENT FOR THE SUBJECT: Oral Work (Oral Interaction between the candidates and the examiner(s))

Paper Two

There shall be a text of between *450 – 500 words* and candidates shall be expected to extract relevant material from it and write a summary of *150 words* in a specified number of paragraphs, based on a

particular aspect of the passage. The summary shall be written in continuous prose and shall carry a total of 15 marks for the section. The type of assessment is problem solving.

Editing

The examination shall comprise 15 sentences or a short text of between 100 – 150 words into which errors of grammar, vocabulary, format and style have been injected. There shall be a total of 15 marks for this section. Candidates shall be expected to copy out the corrected version of the sentences or short text. The type of question is *problem solving*.

Composition and Business Correspondence

The examination shall consist of 08-topics which reflect a variety of professions and candidates shall be expected to choose any **ONE** of them.

A total of 40 marks is reserved for the section, distributed as follows:

Content and Organization – -----	12 marks
Expression-----	16 marks
Accuracy: AM – -----	06 marks
AF -----	06 marks
Total	40 marks

- AM =Accuracy Mechanical
- AF = Accuracy Format

3.4.2. Learning Modules and Sample Questions

Examination Requirements:

Learning Modules (07 modules or topics)

Module (Topic) 1: Listening Comprehension

know the:	Understand that:	Be able to:
Different prosodic features *stress *syllabification *consonants vs vowel sounds *intonation *rhythm *different listening skills *different comprehension texts	Some consonants are voiced while others are voiceless. Certain words are stressed at the beginning (primary stress)	<ul style="list-style-type: none"> •Discriminate consonant and vowel sounds in connected speech. •Determine the stress pattern in connected speech. •Determine the number of syllables in words. •Determine silent letters in words. •Listen for main points. •Listen for specific details and implied meaning. •Listen for general and specific information. •Listen and differentiate between relevant and irrelevant information. •Listen and identify people’s point of view in a conversation, debate or other text types. • Listen and infer meaning in context. •Listen to a dialogue/conversation and identify a problem. •Listen and identify the purpose of a text.
Public speaking types like: lectures, speeches interviews, debates dialogue and so on.	Others are stressed in the middle e.g. con’clusion while others are stressed	

know the:	Understand that:	Be able to:
<p>*setting of the texts, characters involved and the action taking place. *mood of the speaker or attitude of the speaker * the tone of the speaker and logic of organization of the text. e.g. *enumeration * analogy *exemplification etc. Silent letters Purpose of the text The difference between common and professional usage. The logic of illustration, conclusion, contrast signalled by e.g. i.e, etc therefore, finally, all in all but contrary to etc.</p>	<p>in the final position e.g. a'void Words may be monosyllabic (one syllable) disyllabic (two syllables) or polysyllable *texts for listening comprehension are public speaking types in nature *signal words may determine the type of logic of organisation used by the author. Vowels sounds may be reduced to their weak forms e.g. e – I or e – ə depending on their position in the word. E.g. the “e” on the second syllable in “envelope” the setting can determine the content of the message.</p>	<ul style="list-style-type: none"> •Listen and provide a suitable title or conclusion to a text. •Listen and identify characters/settings. •Listen and pick out clues about the speaker’s mood. •Listen to a debate and select points (pros and cons). •Listen and distinguish between common/informal speech and formal/technical/professional registers. •Listen and interpret attitudinal meaning. •Listen and recognize indicators in discourse, such as: enumeration and contrast, addition, sequence, cause and effect, introducing a new idea, transition to another idea, emphasizing, explanation or clarification of an idea already made. •Listen for signal words for: •Illustration: <i>for example, NB, i.e., e.g. etc.</i> •Conclusion: <i>e.g. therefore, Finally. All in all, on the whole, to round off</i> and so on. •Enumeration : Firstly, Secondly, Next; (see Mnemonic = BIMFATA) which rewrites as Discriminate consonant and vowel sounds in connected speech. •Determine the stress pattern in connected speech. •Determine the number of syllables in words. •Determine silent letters in words. •Listen for main points. •Listen for specific details and implied meaning. •Listen for general and specific information. •Listen and differentiate between relevant and irrelevant information. •Listen and identify people’s point of view in a conversation, debate or other text types. • Listen and infer meaning in context. •Listen to a dialogue/conversation and identify a problem. •Listen and identify the purpose of a text. •Listen and identify relevant material from a text. •Listen and determine text types and speech situations such as talk, lecture, speech, interview, debate, dialogue, and respond appropriately. •Listen and provide a suitable title or conclusion to a text. •Listen and identify characters/settings. •Listen and pick out clues about the speaker’s mood. •Listen to a debate and select points (pros and cons). •Listen and distinguish between common/informal speech and formal/technical/professional registers. •Listen and interpret attitudinal meaning. •Listen and recognize indicators in discourse, such as: enumeration and contrast, addition, sequence, cause and effect, introducing a new idea, transition to another idea, emphasizing, explanation or clarification of an idea already made. •Listen for signal words for: •Illustration: <i>for example, NB, i.e., e.g. etc.</i> •Conclusion: <i>e.g. therefore, finally. All in all, on the whole, to round off</i> and so on.

know the:	Understand that:	Be able to:
		<ul style="list-style-type: none"> • Enumeration : Firstly, Secondly, Next; (see Mnemonic = BIMFATA) which rewrites as B = Besides, I =In addition, M =Moreover, F = Furthermore, A = Also, T =Too, A = As well. • Contrast: On the contrary, But, However, Nevertheless on the other hand, all the same, still, (see mnemonic = NOAH'S) which rewrites as, N = Nevertheless, O = on the Other Hand, A = All the Same, H = However, S = Still, • Result: (Mnemonic CAT) which rewrites as C = Consequently, A = as a Result, T = Therefore, • Cause: (signal words = because, the reason is, for that reason). Most of the objectives above will be assessed in any given examination.

Module (Topic) 2: Reading Comprehension

know the:	Understand that:	Be able to:
<p>Main idea questions</p>	<ul style="list-style-type: none"> • Various approaches to tackle different types of questions in the passage. 	<ul style="list-style-type: none"> • Answer questions related to grammar, vocabulary, and technical aspects of the passage. • Select relevant information from a paragraph. • Identify the writer's point of view, purpose and intended meaning; Also, making inferences using logical reasoning.
<p>Primary purpose questions</p>	<ul style="list-style-type: none"> • There are relations between parts of a text through lexical cohesive devices as well as grammatical cohesive devices. For example, pronoun references (it, she, he, we, they). 	<ul style="list-style-type: none"> • Interpret figures of speech. • Identify the writer's attitude to their subject matter. • Provide solutions to problems.
<p>Title question</p>	<p>The title of a text is a summary of the author's message</p>	<ul style="list-style-type: none"> • Read to provide chronological order in a series of events in a text. • Differentiate between facts and opinions and make out other people's view on a subject.
<p>Structure and organisation question</p>	<p>A text is structured following a certain logic of organisation e.g. enumeration illustration, contrast and so on.</p> <p>Questions may refer to the topic idea expressed in a specific paragraph</p>	<ul style="list-style-type: none"> • Summarise and synthesise information from more than one source. • Recognise similarities between ideas in texts (where there is more than one text). • Identify parts of speech. • Recognise discourse markers; Enumeration, addition, contrast, result, cause and effect, Illustration and so on. <p>Recognise markers for exemplification and explanation, and sequence</p>

know the:	Understand that:	Be able to:
Specific paragraph questions		<ul style="list-style-type: none">• Recognise markers for exemplification and explanation, and sequence indicators.• Identify redundancies, restatements, repetitions, propositions, examples, explanations and so on.• Use critical reasoning to evaluate critical material



Module (Topic) 3: Main parts of speech

know the:	Understand that:	Be able to:
<p>Grammar</p> <ul style="list-style-type: none"> Main parts of speech (noun, verb, adjective, adverb, pronoun, proposition, conjunction, interjection, determiner). <p>Noun (Countable and Uncountable nouns). Take note of nouns that do not take plural forms, e.g. information, equipment, stationery, furniture etc. Also note nouns in the plural form which agree with a singular verb e.g. news, politics, statistics, genetics, acrobatics, etc.</p> <p>Verb: Verb forms Regular and Irregular verbs (= base/infinitive, past tense, past participle, present participle)</p> <p>Verb tenses</p> <ul style="list-style-type: none"> Simple tenses (= Present Simple, Past Simple, Future Simple) ❖ Perfect Tenses (= Present Perfect, Past Perfect, Future Perfect) ❖ Simple Continuous Tenses (Present Continuous, Past Continuous, Future Continuous). ❖ Perfect Continuous Tenses (Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous). <p>Subjunctive mood (expresses necessity wish, desire and obligation)</p>	<p>Word classes or parts of speech are the different components of a sentence and each of them performs a specific role (nouns, name verbs do, state or describe, adjectives describe, adverbs add meaning to verbs pronouns replace nouns Conjunctions join.</p> <p>Verbs are either regular or irregular</p> <p>Nature depending on how their past and past participles are formed.</p>	<p>Use parts of speech in their right positions in sentences. Differentiate between verb forms and verb tenses.</p> <p>Use verb tenses correctly to determine / indicate the type of action Form of pass tense and past participles of irregular verbs correctly.</p> <p>Use the appropriate modal to describe a specific mood.</p>
<p>Mood: Modals</p> <p>e.g. It is necessary that he stay the night with us. (shall, will, can, could, should, would, ought to, must.</p> <p>Voice</p> <p>Active and passive, direct and reported speech, verbals (gerunds, infinitives and participles)</p>	<p>Verb forms produce verb tenses modals describe the mood. *sentences could be active or passive * speech could be direct or indirect</p>	<p>Master the technique of passivisation and the transformation from passive to actives</p>

know the:	Understand that:	Be able to:									
<p>(Words that describe how people places things, ideas, concepts look like).</p> <p>Adjectives</p> <p>Note adjectives of opinion e.g. beautiful;size, e.g. big, small; shape. e.g. round, square, rectangular; age e.g. young, old, new, teenager, adolescent, adult; colour e.g. black, white, green, red, orange, pink, yellow, brown, tan; origin e.g. Cameroonian, Bakwerie, Bamenda, Douala, Ewondo, Bulu; material e.g. glass, wooden, iron, steel, aluminum, plastic; purpose e.g. kitchen, table, ironing, etc. Quality e.g. sharp, blunt, stale, bitter, sour etc.</p> <p>Degree of adjectives (positive, comparative, superlative)</p> <table border="1" data-bbox="228 856 755 961"> <tr> <td>bad</td> <td>worse</td> <td>Worst</td> </tr> <tr> <td>good,</td> <td>better,</td> <td>Best</td> </tr> <tr> <td>less,</td> <td>lesser ,</td> <td>Least</td> </tr> </table> <p>e.g</p> <p>NB: Gradable adjectives can be used with “very” and “extremely”, NB Most gradable adjectives take “-er” for comparative and “-est” for superlative in their comparative and superlative forms. However, it shall be noted that some di-syllabic and poly-syllabic words also take “-er” and “-est” in the comparative and superlative forms. (e.g. happy, happier, happiest). Some take both ‘more’, ‘most’ and “-er” “-est” (e.g. more handsome, handsomer, most handsome, handsomest)</p>	bad	worse	Worst	good,	better,	Best	less,	lesser ,	Least	<p>*adjectives could be</p> <p>Express Opinion Size Age Shape Colour Origin, material Purpose</p> <ul style="list-style-type: none"> - Adjectives have three degrees - Positive - Comparative - Superlative - Adjectives could be gradable or non gradable 	<p>Place a series of adjectives in a sentence in a royal order. Form the comparative and superlative forms of adjectives correctly.</p>
bad	worse	Worst									
good,	better,	Best									
less,	lesser ,	Least									
<p>Adverbs</p> <p>(words that tell how, when, how often, to what extent, something happens)\</p> <p>Note adverbs of time, e.g. yesterday, today, five o'clock ; manner e.g. slowly, fast, foolishly, carefully, frequency e.g. every day, five times, hourly, weekly, monthly, annually; place e.g. in the room, in the office, at home, degree e.g. very, extremely, too, enough, absolutely, totally, perfectly, etc.</p>	<p>Adverbs add meaning to some parts of speech except nouns and pronouns and they exist in different types (manner, frequency, time, place and degree)</p>	<p>Distinguish the different types of adverbs and their instances of usage</p> <p>Master the techniques of subject verb agreement (e.g. law of proximity etc.).</p> <p>Use the right verb to agree with the noun or pronoun.</p>									

know the:	Understand that:	Be able to:
<p>Pronouns (personal, possessive, nominative, pronouns etc.)</p> <p>All forms of pronouns e.g. personal (= I, you, he, she, it, we, they, etc.); possessive (me, you, him, her, its, their/mine, yours, his, hers, ours and theirs).</p> <p>Prepositions (words that come before nouns) e.g. Prepositions of place e.g. in, on, at; time e.g. on, at, during, before, after next; direction e.g. to, towards, etc.</p> <p>Note when prepositions are necessary and when they are omitted in a sentence. Also note the right choice of prepositions e.g., congratulate on, on the brink of, on the verge of etc.</p> <p>Conjunctions</p> <p>Coordinating conjunctions = (Mnemonic = FANBOYS)</p> <p>F=For, A=And, N=Nor, B= But, O=Or, Y=Yet, S=So</p> <ul style="list-style-type: none"> ❖ Subordinating conjunctions – while, because, when as soon as, before after, during etc. ❖ Correlative conjunctions - either...or, neither...nor, not only... but also, no sooner... than <p>Determiners (many, few, much, a lot of, several, some).</p> <p>Articles (a, and, the)</p>	<p>*Pronouns have different types (personal, possessive nominative etc)</p> <p>*prepositions occur before nouns or noun phrases and may determine the place, time, direction etc. the use of prepositions could be necessary or not depending on the context e.g. keep up , necessary/ cope up Unnecessary.</p> <p>There are different types of conjunctions depending on the types of clauses or sentences they join (coordinating, subordinate and correlative)</p> <p>Determiners are of different types and they do not modify the noun directly</p>	<p>Use the right pronoun to agree with its antecedent.</p> <p>Use prepositions correctly and make the right choice of prepositions in context.</p> <p>Master the different types of conjunctions and their instances of usage with different types of sentences (simple, compound, complex, compound, and complex).</p> <p>Master the different types of determiners and their instances Of usage.</p>
<ul style="list-style-type: none"> • Numerals (one, two, three, four, etc. (possessives, demonstratives, etc). ❖ Articles (definite, e.g. the; indefinite e.g. a and an) ❖ Impersonal Pronouns (any, every, each, etc.). <p>NB: possessive determiners e.g. John’s, Peter’s.</p> <p>Also, note nouns in the plural forms that agree with the singular e.g. news, politics, genetics, statistics etc.</p>	<p>e.g. quantifier numerals, démonstratives possessives articles etc.</p>	<p>Distinguish between determiners and modifiers (mostly adjectives, phrases, clauses etc.)</p>

know the:	Understand that:	Be able to:
<p>The Sentence, Compound Sentences, Complex Sentence</p> <p>NB: Agreement (Subject Verb Agreement; Pronoun /Antecedent Agreement)</p> <ul style="list-style-type: none"> ❖ Fragments, Runs-ons, Commas splice, Dangling and misplaced modifiers <p>The Clause</p> <p>(two main clauses)</p> <p>e.g. Manu finished the house chores and John went to school.</p> <p>(one or more main clause(s) plus at least one subordinate clause). E.g. I didn't attend the meeting (main clause) because I took ill.(dependent clause).</p> <p>(Main Clause/Independent Clause, Subordinate Clause (Dependent Clause)</p> <p>The phrase</p> <p>(Noun Phrase (NP), Adjective Phrase (AP), Verb Phrase (VP), Prepositional Phrase (PP) Adverbial Phrase(ADVP)</p> <p>Word Forms</p> <p>It largely depends on the position of the word in the sentence .e.g. stone house. (stone = Adjective) The house is made of stone. (stone = noun)</p>	<p>Sentences express complete ideas and exist in different types. (simple compound, complex compound complex). There must be an agreement or concord between the subject and its predicate and a pronoun must agree with its antecedent</p> <p>Clause Clauses could form complete sentences (finite clause) or (infinite clause). They are of different types. e.g. relative clause, adjective clause etc. noun clause.</p> <p>Phrases have different types but cannot stand</p>	<p>Identify the different type of clause and sentences and their instances of usage.</p> <p>Distinguish between dependent clauses and know how to use them in the different sentence types.</p> <p>Identify the different phrase types and how they combine to form clauses/sentences</p>
<p>Punctuation</p> <p>Note the use of: comma, full stop, semi colon, question mark and so on.</p> <p>Capitalisation</p>	<p>Punctuation plays a major role in grammar mechanics to enhance meaning.</p> <p>there are different rules governing capitalization, proper nouns sentence beginnings, nouns, events etc)</p>	<p>Master the different types of punctuation marks and their instances of usage to determine meaning.</p> <p>Determine when to use capitals letters in a sentence</p>

know the:	Understand that:	Be able to:
Note the use of capitalisation with proper nouns, main events, beginning of sentences, abbreviations and so on		



Module (Topic) 4: Vocabulary -Word choice

know the:	Understand that:	Be able to:
<ul style="list-style-type: none"> • Correctness and appropriateness of words. • Word redundancies and malapropisms. Watch out for affixes, prefixes, suffixes, word formations, synonyms, antonyms, confusables, and cononyms. • Watch out for Figurative Usage, idiomatic usage, common vs. technical usage. • Spelling – watch out for transpositions (e.g. <i>receive, recieve</i>) <p>Correct usage of English – <i>Standard vs. Sub-standard Usage</i></p>	<p>Words are meaningful in their specific context.</p> <p>Words become unnecessary in redundant usage.</p> <p>More words can be recruited in our vocabulary through the process of affixation.</p> <p>transpositions are a major source of words misplaced.</p>	<p>Choose and use vocabulary items in their appropriate context.</p> <p>Avoid redundancies and malapropisms</p> <p>Spell words correctly and use confusable in their right context</p>

Module (Topic) 5: Summary Writing

know the:	Understand that:	Be able to:
<p>Different techniques of bringing out an aspect of the a passage especially techniques related to the main points expressed in each paragraph</p>	<p>Summary writing entails two types (targeted summarily which requires just an aspect of the passage as it is the case with 05105 and precise writing which requires a contraction of the text to one third or a given number of words.</p>	<p><i>Summarise a text</i></p>

Module (Topic) 6: Editing

know the:	Understand that:	Be able to:
<p>Different editing techniques ranging from grammatical through, formatting to paragraphing and fitting of missing parts.</p>	<p>Texts could be edited for different types of flaws-grammatical, formatting, paragraphing</p>	<p>edit sentences/short texts for grammatical errors which include: edit parts of speech, punctuation, capitalization, compounding, hyphenation, spelling, tenses, agreement, and word order. They shall also be required to edit for correct vocabulary usage (e.g. words often confused, word choice, redundancies, prepositional usage, number, expressions, possessives and contractions, courtesy, conciseness, and Common vs. Professional Vocabulary.</p>

Module (Topic) 7: Business Composition and Business Correspondence

know the:	Understand that:	Be able to:
<p>Different types of business composition topics related to the various professions or trade areas.</p> <p>Techniques of introducing, developing and concluding such topics.</p> <p>The types of language used in writing business compositions and different types of business writing related to organisation communication or correspondence.</p>	<p>There are different types of techniques used in writing business compositions</p> <p>Each type of business correspondence requires a specific format and tone.</p> <p>The language of business writing is professional and precise.</p> <p>When writing on a composition topic, special attention must be paid to content expression and accuracy.</p>	<ul style="list-style-type: none"> - reflect a variety of skills as far as expression and style in relation to content are concerned. - demonstrate clarity, coherence, range, and aptness of vocabulary. - write accurately without falling prey to errors of syntax and sentence structure. - spell correctly and their writing should be punctuated in such a way that it does not impede a smooth flow of ideas. - aim at striking a balance between quantity and quality except otherwise stated in the specific instructions regarding the number of words which stands between 450 – 500 words.

SCHOOL BASED PROJECT AND ORAL COMMUNICATION

know the:	Understand that:	Be able to:
<p>Candidates will be examined on:</p> <p>Pronunciation</p> <p>Sounds (consonants vs. vowel sounds)</p> <p>a. Consonant sounds (plosives, fricatives, affricates, nasals, laterals)</p> <ul style="list-style-type: none"> ❖ Plosives (/p, b, k, g, t, d, etc.). ❖ Fricatives (/f, v, s, z, ʃ, ʒ/). ❖ Affricates (tʃ, dʒ) ʃ ❖ Laterals (/l/) ❖ Nasals (/m, n, ŋ/) ❖ Glottals (/h/) <p>b. Vowels</p> <p>Monophthongs (pure vowels)</p> <ul style="list-style-type: none"> ❖ æ, (cat) a: (cart) ; e (bed), I, (ship) i: (sheep) ɒ, (shot) ɔ: (short); ə (avoid) ɜ: (err), ʊ (bush) u: (fool) ju: (you) <p>Diphthongs:</p> <ul style="list-style-type: none"> ❖ au (owl), ei (late), iə (ear), ɔi (oil), əʊ (owe), eə (air) <p>Triphthongs</p> <ul style="list-style-type: none"> ❖ aiə, iei, aiɔ (as in diocese, biology, association, cooperate, biopsy, etc.). <p>c. Voiced vs. Voiceless Consonants</p> <ul style="list-style-type: none"> ❖ voiced (/b d g v dʒ l m n r z ʒ/) 	<p>In future candidates will be evaluated in the field based on their mastery of spoken English</p> <p>There is a difference between sounds and letters in English and stress and other prosodic features play a very important role in pronunciation</p> <p>Public speaking entails other supra-segmental features skill e.g. motivation subject matter and interactive skills</p>	<p>Speak fluently, accurately and using RP norms.</p> <p>Articulate, pronounce and enunciate their speech thoroughly.</p> <p>Master the consonants and vowels of English</p>

know the:	Understand that:	Be able to:
<p>❖ voiceless (/p t k f t tʃ s ʃ/)</p> <p>❖ silent letters (bomb, sing, comb, knowledge, philosophy, mnemonic, pneumonia, psychology)</p> <p>8.2. PROSODIC FEATURES</p> <ul style="list-style-type: none"> • Stress Pattern (word stress, sentence stress) • Syllabification (number of times a word is said) • Intonation (rising and falling intonation) • Intonation and Meaning • Rising Intonation = question (e.g. <i>coming</i>) • Falling Intonation = answer (<i>coming</i>) <p>8.3. FLUENCY (smooth flow of speech/use of tenses, agreement, articulation in presentation)</p> <p>8.4. ACCURACY (Appropriate use of language, mastery of grammatical features, meticulous choice of words etc).</p> <p>8.5. GESTURES (body language)</p> <p>PUBLIC SPEAKING SKILLS</p> <p>8.6. Arousing of interest/motivation/self-confidence display.</p>		<p>Master the phonological realisation of letters of the alphabet.</p>

