

<b>CCM 102: ORAL BASIC ENGLISH COMMUNICATION</b>		
<b>COMPETENCE : Communicate using basic English words and expressions</b>		
<b>RTQF LEVEL: 1</b>	<b>CREDITS: 3</b>	<b>LEARNING HOURS: 30</b>
<b>SECTOR: ALL</b>		<b>SUB-SECTOR: ALL</b>
<b>ISSUE DATE: January 2017</b>		<b>REVIEW DATE:</b>

### **PURPOSE STATEMENT**

This core module describes the skills, knowledge and attitudes to be acquired for the trainee's : Introduction of oneself to others, Greeting and bidding farewell to others, Provide oral feedback to instructions, Interacting orally with others, Giving advice and warning, Expressing own views & opinions, Polite request of different services, Usage of key words and expressions to convey a message ,Correct Pronunciation of sounds that make up presented key words and expressions, Correct writing of key words and expressions ,Spelling of letters comprising workplace words and expressions, Correct reading of key words and expressions, Correct articulation of sounds that make up presented key words and expressions, Attentive listening to others when in short conversations

This module does not require specific prerequisite since it is a very first one from which one would decide whether he would take the next modules

### **LEARNING ASSUMED TO BE IN PLACE**

*Not applicable*

## LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit

Elements of competence By the end of the module, the trainee will be able to :		Performance criteria
<b>1. Demonstrate abilities in oral communication</b>	1.1 1.2 1.3	Provision of relevant feedback to different functional language constructions Proper application of words and expressions in a given context. Proper application of expressions in a given context
<b>2. Engage in short conversations in English</b>	2.1 2.2 2.3	Effective introduction of oneself and others Appropriate use of greetings and farewells Appropriate use of different functional language constructions .
<b>3. Select and utilize a range of vocabulary related to professional context</b>	3.1 3.2 3.3	Adequate identification of words and expressions needed to convey a message. Appropriate utilization of key words and expressions in a communication process Appropriate expressions in a communication process
<b>4. Write and read correctly key words and expressions</b>	4.1 4.2 4.3	Correct pronunciation of sounds that make up presented key words and expressions Correct writing of key words and expressions used in daily life Correct expressions used in daily life

## COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Engage in short conversations in English			Learning Hours: 10
Learning outcomes	Content	Learning activities	Resources
<b>2.1 Use different functional language constructions</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Wishes</li> <li>• Polite requests                             <ul style="list-style-type: none"> <li>✓ Classroom</li> <li>✓ Workplace</li> <li>✓ Social life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Role plays</li> <li>• Modeling/ drilling</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trainee manual</li> <li>• Audio-visual materials</li> <li>• Scenarios</li> <li>• Maps</li> <li>• Road signs</li> </ul>

<p><b>2.2 Provide relevant feedback to different functional language constructions</b></p>	<ul style="list-style-type: none"> <li>• Offers</li> <li>• Thanks</li> <li>• Apologies</li> <li>• Introducing oneself &amp; others</li> <li>• Asking for and giving directions</li> <li>• Giving instructions</li> </ul>		<p>(pictures)</p> <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Vocabulary charts</li> <li>• Flip charts</li> <li>• Markers</li> <li>• Lesson plans</li> </ul>
<p><b>2.3 Apply expressions in a given context</b></p>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewells</li> <li>• Wishes</li> <li>• Polite requests <ul style="list-style-type: none"> <li>✓ Classroom</li> <li>✓ Workplace</li> <li>✓ Social life</li> </ul> </li> <li>• Offers</li> <li>• Thanks</li> <li>• Apologies</li> <li>• Introducing oneself &amp; others</li> <li>• Asking for and giving directions</li> <li>• Giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Role plays</li> <li>• Modeling/ drilling</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trainee manual</li> <li>• Audio-visual materials</li> <li>• Scenarios</li> <li>• Maps</li> <li>• Road signs (pictures)</li> <li>• Dictionary</li> <li>• Vocabulary charts</li> <li>• Flip charts</li> <li>• Markers</li> <li>• Lesson plans</li> </ul>

Learning unit 2: Select and utilize a range of vocabulary related to professional context			Learning Hours: 10
Learning outcomes	Content	Learning activities	Resources
<b>3.1 Identify key words and expressions (general &amp; trade-related)</b>	<ul style="list-style-type: none"> <li>• Words and expressions related to general life               <ul style="list-style-type: none"> <li>✓ Church (people, places, activities, objects)</li> <li>✓ School</li> <li>✓ Workplace (people, places, activities, objects)</li> <li>✓ Restaurant</li> <li>✓ Market</li> <li>✓ Airport</li> <li>✓ Hospital</li> <li>✓ Bank</li> <li>✓ Playground</li> <li>✓ Transportation</li> <li>✓ Family relationships</li> </ul> </li> <li>• Words and expressions related to specific trades               <ul style="list-style-type: none"> <li>✓ Professions/occupations</li> <li>✓ Tools and equipment per</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Dialogues</li> <li>– Role plays</li> <li>– Modelling/ drilling</li> <li>– Vocabulary games (e.g. Snap, crosswords, puzzles)</li> <li>– Documentary</li> <li>– Field visits</li> </ul>	<ul style="list-style-type: none"> <li>– Dictionary</li> <li>– Vocabulary charts</li> <li>– Flip charts</li> <li>– Markers</li> <li>– Lesson plans</li> <li>– Audio-visual materials</li> <li>– Pens</li> <li>– Paper</li> <li>– Notebooks</li> <li>– Chalkboard</li> </ul>

	trade		
<b>3.2 Use key words and expressions to convey a message</b>	<ul style="list-style-type: none"> <li>• Talking about work using words and expressions related to specific trades <ul style="list-style-type: none"> <li>✓ People's work routines</li> <li>✓ Work preferences</li> </ul> </li> <li>• Talking about daily life using Words and expressions related to general life <ul style="list-style-type: none"> <li>✓ Bargaining prices</li> <li>✓ Telling the time</li> <li>✓ Introducing family</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Dialogues</li> <li>– Role plays</li> <li>– Modelling/ drilling</li> <li>– Vocabulary games (e.g. Snap, crosswords, puzzles)</li> <li>– Brainstorming</li> <li>– Documentary</li> <li>– Field visits</li> <li>– Mini-presentations</li> </ul>	<ul style="list-style-type: none"> <li>– Dictionary</li> <li>– Vocabulary charts</li> <li>– Flip charts</li> <li>– Markers</li> <li>– Lesson plans</li> <li>– Audio-visual materials</li> </ul>
<b>3.3 Use different functional language</b>			<ul style="list-style-type: none"> <li>– Dictionary</li> <li>– Vocabulary charts</li> <li>– Flip charts</li> </ul>

<b>constructions</b>	✓ Telling short stories		<ul style="list-style-type: none"> <li>- Markers</li> <li>- Lesson plans</li> <li>- Audio-visual materials</li> <li>- Pens</li> <li>- Paper</li> <li>- Notebooks</li> <li>- Chalkboard</li> </ul>
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<b>Learning unit 3: Write and read correctly key words and expressions</b>			<b>Learning Hours: 10</b>
<b>Learning outcomes</b>	<b>Content</b>	<b>Learning activities</b>	<b>Resources</b>
<b>4.1 Pronounce sounds that make up presented key words and expressions</b>	<ul style="list-style-type: none"> <li>• Pronunciation of sounds               <ul style="list-style-type: none"> <li>✓ Vowel sounds</li> <li>✓ Consonant sounds</li> <li>✓ Vowel-consonant combination</li> </ul> </li> <li>• Pronunciation of key words               <ul style="list-style-type: none"> <li>✓ Trade-related words</li> <li>✓ Daily life words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Active listening</li> <li>- Sound drilling</li> <li>- Modelling</li> <li>- Role plays</li> </ul>	<ul style="list-style-type: none"> <li>- Audiovisual materials</li> <li>- Projector</li> <li>- Computer</li> <li>- Flipcharts</li> <li>- Markers</li> <li>- Scenarios</li> <li>- Lesson plans</li> <li>- Recordings</li> <li>- Reference books</li> </ul>
<b>4.2 Write key words</b>	<ul style="list-style-type: none"> <li>• English alphabets</li> </ul>		<ul style="list-style-type: none"> <li>- Audiovisual materials</li> </ul>

<p><b>and expressions correctly</b></p>	<ul style="list-style-type: none"> <li>• Word spelling</li> </ul>		<ul style="list-style-type: none"> <li>– Projector</li> <li>– Computer</li> <li>– Flipcharts</li> <li>– Markers</li> <li>– Lesson plans</li> <li>– Recordings</li> <li>– Reference books</li> </ul>
<p><b>4.2</b> expressions in a communication process</p>	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>–</li> </ul>



## **Required Skills, Knowledge and Attitudes**

### **1. Required skills**

Required skills include:

#### Speaking skills

- Introduction of oneself to others
- Greeting and bidding farewell to others
- Provide oral feedback to instructions
- Interacting orally with others
- Giving advice and warning
- Expressing own views & opinions
- Polite request of different services
- Usage of key words and expressions to convey a message
- Correct Pronunciation of sounds that make up presented key words and expressions

#### Writing skills

- Correct writing of key words and expressions
- Spelling of letters comprising workplace words and expressions

#### Reading skills

- Correct reading of key words and expressions
- Correct articulation of sounds that make up presented key words and expressions

#### Listening skills

- Attentive listening to others when in short conversations

## **2. Required knowledge**

Required knowledge includes:

- Short conversations in English
- Different functional language constructions
- Feedback to different functional language constructions
- A range of vocabulary related to professional context
- Spelling of words
- workplace key words and expressions

## **3. Required Attitudes**

Having successfully completed the module, students should be:

- Able to maintain eye contact
- Patient
- confident
- Decisive
- Flexible
- Resourceful
- Team-worker
- Respectful
- Proactive
- Independent worker
- Diligent on the work

- Dynamic
- Self-motivated
- Watching and hearing
- Innovative
- Punctual
- Responsible

## ASSESSMENT GUIDELINES

### Section A: Portfolio/ formative assessment

Elements of competence	Assessment Indicators	Type of evidence	Description of activities	Checklist	Score		Observation
					Yes	No	
<b>Engage in short conversations in English</b>	<b>Use different functional language constructions.</b>	❖ Oral ❖ Performance <b>Task:</b> - Briefly introduce yourself to us.	❖ Presentations ❖ Discussions	- Types of Functional language - Dos and Don'ts in communication	<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	

	<b>Provide relevant feedback to different functional language constructions</b>	<ul style="list-style-type: none"> <li>❖ Performance</li> <li>❖ Oral</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- What would you say if a friend of yours invites you for dinner?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussions</li> <li>❖ True or false</li> </ul>	<ul style="list-style-type: none"> <li>- Types of Functional language</li> <li>- Dos and Don'ts in communication</li> </ul>		
<b>Select and utilize a range of vocabulary related to professional context</b>	<b>Identify key words and expressions (general &amp; trade-related)</b>	<ul style="list-style-type: none"> <li>❖ Written</li> <li>❖ Oral</li> <li>❖ Performance</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- Name five objects related to your career?</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- True or false questions</li> <li>- Matching</li> <li>- Sentence completion</li> <li>- Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Identification of trade-related words and expressions</li> <li>-</li> </ul>		
	<b>Use key words and expressions to convey a message</b>	<ul style="list-style-type: none"> <li>❖ Written</li> <li>❖ Oral</li> </ul> <p><b>Task:</b></p> <p>Talk briefly about your daily morning work activities?</p>	<ul style="list-style-type: none"> <li>- Presentations</li> <li>- Matching</li> <li>- Sentence completion</li> <li>- Multiple choice</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Expression of work daily life routines</li> <li>- Use of words and expressions in proper context</li> </ul>		

Write and read correctly key words and expressions	<b>Pronounce sounds that make up presented key words and expressions</b>	<ul style="list-style-type: none"> <li>❖ Oral</li> <li>❖ Performance</li> </ul> <p><b>Task:</b> Read the English alphabet?</p>	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation of English sounds</li> </ul>		
	<b>Write key words and expressions correctly</b>	<ul style="list-style-type: none"> <li>❖ Written</li> <li>❖ Performance</li> </ul> <p><b>Task:</b> Write correctly the name of your profession?</p>	<ul style="list-style-type: none"> <li>- Spelling tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Correct spelling of words</li> <li>-</li> </ul>		