

CCM 302: PRE-INTERMEDIATE WORKPLACE ENGLISH		
Competence : Communicate simply using English in familiar situations		
RTQF LEVEL: 3	CREDITS: 3	LEARNING HOURS: 30
SECTOR: ALL		SUB-SECTOR: ALL
ISSUE DATE: January 2017		REVIEW DATE:

PURPOSE STATEMENT

This core module describes the skills, knowledge and attitudes to be acquired for the trainee's. The trainee will be able to Give accounts of social events attended, Describe social events attended, Justify social activities engaged in, Talk about professional experiences and ambitions, Discuss and express of one's ideas and opinions, Write short compositions on familiar topics, Write different kinds of sentences and paragraphs, use punctuation marks, Identify different types of compositions, Develop any topic of interest into a composition, Extract specific information from a reading text, Differentiate between the main ideas/points and the supporting details, Identify kinds of social letters, Identification of elements of social letters, Provide appropriate reply to social letters, Capture and report the mains points of a trade-related relatively slow speech/recording, Separate of the main points from supporting details/commentary, Express his own opinions/views on the speech/recording listened to, Answer specific questions on a trade-related audio materials, The sentence structure, Procedures of deep reading: silent, loud, and close reading, Discuss

LEARNING ASSUMED TO BE IN PLACE

CCM 102: Oral Basic English Communication

CCM 202: ORAL BASIC ENGLISH COMMUNICATION

LEARNING UNITS AND PERFORMANCE CRITERIA

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

Learning units describe the essential outcomes of a competence

Elements of competence By the end of the module, the trainee will be able to :		Performance criteria
1. Talk about familiar events and activities	1.1	Description of social events such as weddings, funerals, social gatherings, religious ceremonies, travels
	1.2	Accurate accounts of social events and ceremonies attended
	1.3	Justification of social activities engaged in (why do you go to church? Why do you attend weddings, etc.)?
	1.4	Talking about professional experiences and ambitions
2. Write short compositions on familiar topics	2.1	Convenient development of any topic of interest into a composition
	2.2	Correct identification of parts of a composition (Introduction, the body and conclusion)
	2.3	Correct Identification of types of a composition (essays, short stories, letters, emails)
	2.4	Correct use of the building blocks of sentences and paragraphs
	2.5	Effective use of punctuation marks
3. Read and interpret messages from simple texts and social letter	3.1	Extraction of specific information from the text read
	3.2	Identification of the most important ideas in the text
	3.3	Effective identification of the lessons conveyed by the text
	3.4	Identification of the main elements of social letters
	3.5	Provision of an appropriate reply to social letters

4. React to common trade-related oral English	4.1	Capturing and reporting of the main points from a trade-related relatively slow speech/recording
	4.2	Expression of own opinions/views on the recording listened to
	4.3	Discussion of ideas and opinions raised in simple trade-related recordings/speeches
	4.4	Answering specific questions on a trade-related audio material

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: Talk about familiar events and activities			Learning hours: 10
Learning outcomes	Contents	Learning activities	Resources
1.1. Describe social events	<ul style="list-style-type: none"> • Description of social events (weddings, parties, birthdays, funerals, graduation ceremonies) using descriptive words <ul style="list-style-type: none"> ✓ adjectives ✓ Adverbs ✓ Verbs ✓ Gerunds 	<ul style="list-style-type: none"> ○ Brainstorming on potential social events ○ Presentation on description of events ○ Role plays on description of events ○ Documentary research 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual

	<ul style="list-style-type: none"> ✓ Colours ✓ Shapes ✓ Weather 		<ul style="list-style-type: none"> - Lesson plan - Scenarios
1.2. Give account of social events and ceremonies attended	<ul style="list-style-type: none"> • Describing events in place and time <ul style="list-style-type: none"> ✓ Asking and Telling (Reading the clock, Asking and) • Giving Accounts of social events according to <ul style="list-style-type: none"> ✓ when they happen ✓ where they take place ✓ who is involved in them ✓ how they happen ✓ how long they last • Enquiring about social events using question words <ul style="list-style-type: none"> ✓ Who? ✓ When? ✓ Where? ✓ What? ✓ How? ✓ Why? 	<ul style="list-style-type: none"> ○ Story telling ○ Presentation ○ Role plays ○ Group discussions ○ Brainstorming 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan - Scenarios

<p>1.3. Justify social activities engaged in</p>	<ul style="list-style-type: none"> • Using conjunctions to justify social activities by expressing their <ul style="list-style-type: none"> ✓ Reason ✓ Result ✓ Purpose 	<ul style="list-style-type: none"> ○ Story telling ○ Presentation ○ Brainstorming ○ Group discussions 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan
<p>1.4. Talk about professional experiences and ambitions</p>	<ul style="list-style-type: none"> • Talking about professional experiences <ul style="list-style-type: none"> ✓ The use of past tenses ✓ The use of perfect tenses • Talking about professional ambitions <ul style="list-style-type: none"> ✓ The use of future tenses • Introduction to sentence structure <ul style="list-style-type: none"> ✓ Simple sentences ✓ Compound sentences ✓ Complex sentences 	<ul style="list-style-type: none"> ○ Presentations ○ Discussions ○ Role plays ○ Dialogues ○ Practical exercises 	<ul style="list-style-type: none"> - Reference books - Scenarios - Flip chart - Marker - Paper - Pen - Notebooks - Audiovisual material - Lesson plan - Trainee manual

Learning Unit 2: Write short compositions on familiar topics Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
<p>2.1. Use the building blocks of sentences and paragraphs</p>	<ul style="list-style-type: none"> • Types of sentence: <ul style="list-style-type: none"> ✓ A simple sentence ✓ A compound sentence ✓ A complex sentence ✓ A compound-complex sentence • The building blocks of a simple sentence /clause <ul style="list-style-type: none"> ✓ Subject ✓ Predicate: <ul style="list-style-type: none"> ✚Verb ✚Object ✚Complement/ Predicative noun/adjective ✚Adverbial/prepositional phrases • Types of paragraph: <ul style="list-style-type: none"> ✓ A descriptive paragraph ✓ A narrative paragraph ✓ An expository paragraph ✓ A persuasive paragraph 	<ul style="list-style-type: none"> ○ Presentation ○ Group Discussions ○ Brainstorming ○ Practical exercises 	<ul style="list-style-type: none"> - Reference books - Flip chart - Marker - Paper - Pen - Lesson plan - Trainee manual - Notebooks

	<ul style="list-style-type: none"> • The building blocks of a paragraph <ul style="list-style-type: none"> ✓ Topic sentence ✓ Supporting sentences ✓ Concluding sentence 		
2.2. Use punctuation marks	<p>Identification and use of different punctuation marks:</p> <ul style="list-style-type: none"> ✓ Full stop/period ✓ Comma ✓ Question mark ✓ Exclamation mark ✓ Colon ✓ Semicolon ✓ Quotation/Speech marks ✓ Apostrophe ✓ Hyphen ✓ Dash ✓ Round brackets/parentheses ✓ Square brackets ✓ Curly brackets ✓ Ellipsis ✓ Slash ✓ Dot 	<ul style="list-style-type: none"> ○ Brainstorming ○ Documentary research ○ Practical exercises 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan

2.3. Identify types of compositions	<ul style="list-style-type: none"> • Different types of composition <ul style="list-style-type: none"> ✓ Essay ✓ Letter ✓ Short Story/Narrative ✓ Email ✓ Review ✓ Article ✓ Report 	<ul style="list-style-type: none"> ○ Documentary research ○ Presentation ○ Brainstorming 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan
2.4 Develop any topic of interest into a composition	<ul style="list-style-type: none"> • Identification of Parts of a composition <ul style="list-style-type: none"> ✓ Introduction ✓ Body ✓ Conclusion • Contents of each part of a composition <ul style="list-style-type: none"> ✓ Introduction <ul style="list-style-type: none"> ✚ topic background ✚ thesis statement ✓ Body <ul style="list-style-type: none"> ✚ Thesis development 	<ul style="list-style-type: none"> ○ Brainstorming ○ Presentations ○ Documentary research ○ Practical exercise 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Notebook - Paper - Markers - Reference books - Trainee manual - Lesson plan

	<ul style="list-style-type: none"> ✚ Thesis support ✓ Conclusion <ul style="list-style-type: none"> ✚ Thesis Restatement ✚ Conclusions drawings ✚ Solution/encouragement 		
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Learning Unit 3: Read and interpret messages from simple texts and social letters Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
3.1. Extract specific information from the text read	<ul style="list-style-type: none"> • Brief introduction to <ul style="list-style-type: none"> ✓ Deep reading • Application of deep reading according to procedures: <ul style="list-style-type: none"> ✓ Silent procedure ✓ Loud procedure ✓ Close procedure 	<ul style="list-style-type: none"> ○ Practical reading exercises ○ Modeling deep reading ○ Group work ○ Presentations on read texts 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Pencil/highlighter - Markers

			<ul style="list-style-type: none"> - Reading texts - Reference books - Trainee manual - Lesson plan
3.2. Identify the most important ideas in the text	<ul style="list-style-type: none"> • Distinction of the most important ideas from the detailed information of the text <ul style="list-style-type: none"> ✓ Main ideas ✓ Supporting ideas ✓ Detailed information ✓ Examples/illustrations of ideas 	<ul style="list-style-type: none"> ○ Practical exercise ○ Modeling ○ Group work ○ Presentations ○ Peer Feedback 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Pencil/highlighter - Markers - Reading texts - Reference books - Trainee manual - Lesson plan
3.3. Identify the lessons conveyed by the text	<ul style="list-style-type: none"> • Text purposes <ul style="list-style-type: none"> ✓ Advising ✓ Warning ✓ Instructing 	<ul style="list-style-type: none"> ○ Presentation ○ Group Discussions ○ Brainstorming ○ Practical exercises 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen

	<ul style="list-style-type: none"> ✓ Informing 		<ul style="list-style-type: none"> - Paper - Pencil/highlighter - Markers - Reading texts - Reference books - Trainee manual - Lesson plan
<p>3.4. Identify the main elements of social letters</p>	<ul style="list-style-type: none"> • Kinds of letter <ul style="list-style-type: none"> ✓ Social letters ✓ Business letters • The main elements of a letter <ul style="list-style-type: none"> ✓ The heading ✓ The greeting ✓ The body ✓ The closing ✓ The signature • Types of social letters <ul style="list-style-type: none"> ✓ Friendly/informal letter ✓ Invitation note 	<ul style="list-style-type: none"> ○ Brainstorming ○ Documentary research ○ Group discussion ○ Presentation ○ Writing activities 	<ul style="list-style-type: none"> - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reading texts - Reference books - Trainee manual - Lesson plan - Projector - Computer - Drawings - Sample letters

	<ul style="list-style-type: none"> ✓ Apology letter ✓ Thank you letter ✓ Condolences /Sympathy letter ✓ Acceptance letter ✓ Regret letter 		
3.5. Provide an appropriate reply to social letters	<ul style="list-style-type: none"> • Possible replies according to types of social letters <ul style="list-style-type: none"> ✓ Positive reply ✓ Negative reply 	<ul style="list-style-type: none"> ○ Brainstorming ○ Practical exercises ○ Group work ○ Presentation ○ Role play 	<ul style="list-style-type: none"> - Scenarios - Projector - Computer - Flipchart - Marker - White/chalkboard - Stationeries - Trainee manual - Lesson plan

Learning Unit 4: React to common trade-related oral English Learning hours: 10

Learning outcomes	Contents	Learning activities	Resources
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<p>4.1. Capture and report the main points from a trade-related relatively slow speech/ recording</p>	<ul style="list-style-type: none"> • Definition of speech • Kinds of speech according to purpose <ul style="list-style-type: none"> ✓ Speech that informs ✓ Speech that persuades ✓ Speech that entertains • Components of a speech <ul style="list-style-type: none"> ✓ The introduction ✓ The main points or Body ✓ The conclusion ✓ Transitions • Use of active listening to separate <ul style="list-style-type: none"> ✓ the main points ✓ supporting details/ commentary • Reporting of the main points of a speech / recording 	<ul style="list-style-type: none"> ○ Brainstorming ○ Presentation ○ Role play ○ Documentary research ○ Group discussion ○ Practical exercise 	<ul style="list-style-type: none"> - Audiovisual materials - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan - Projector - Computer - Radio recorder
<p>4.2. Express own opinions/views on the recording listened to</p>	<ul style="list-style-type: none"> • Expressing ones' own views using a variety of expressions <ul style="list-style-type: none"> ✓ In my opinion... ✓ In my view... ✓ Personally, ... ✓ To be honest ... 	<ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Debate ○ Brainstorming ○ Rehearsal /practice 	<ul style="list-style-type: none"> - Audiovisual materials - White Board - Chalkboard - Flipchart - Pen

	<ul style="list-style-type: none"> ✓ To tell the truth ... ✓ According to ... ✓ As far as I'm concerned/ is concerned... ✓ From my point of view... ✓ I agree/ disagree ✓ I think that... ✓ I would like to ... 		<ul style="list-style-type: none"> - Paper - Markers - Reference books - Trainee manual - Lesson plan - Projector - Computer - Radio recorder
4.3. Discuss ideas and opinions raised in simple trade-related recordings/speeches	<ul style="list-style-type: none"> • The sides/positions of a discussion <ul style="list-style-type: none"> ✓ Supporting an idea ✓ Refuting/rebutting an idea • Using linkers/connectors to defend one's side <ul style="list-style-type: none"> ✓ First of all ✓ Last but not least ✓ On the one hand, on the other hand ✓ On the contrary ✓ While, whereas ✓ Apart from ✓ For instance/ for example ✓ Finally ✓ As a result 	<ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Debate ○ Rehearsal /practice ○ Brainstorming 	<ul style="list-style-type: none"> - Audiovisual materials - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Radio recorder - Computer - Projector
4.4 Answer specific questions on a trade-related audio material			

	✓ In addition to ...		
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Knowledge, Skills and Attitudes

1. Required skills include:

Speaking skills

- Giving accounts of social events attended
- Description of social events attended
- Justification of social activities engaged in
- Talking about professional experiences and ambitions
- Discussion and expression of one's ideas and opinions

Writing skills

- Writing short compositions on familiar topics
- Writing different kinds of sentences and paragraphs
- Correct use of punctuation marks
- Identification of the different types of compositions
- Developing any topic of interest into a composition

Reading skills

- Extraction of specific information from a reading text
- Distinction between the main ideas/points and the supporting details
- Identification of kinds of social letters
- Identification of elements of social letters
- Providing appropriate reply to social letters

Listening skills

- Capturing and reporting the main points of a trade-related relatively slow speech/recording
- Separation of the main points from supporting details/commentary
- Expressing own opinions/views on the speech/recording listened to
- Answering specific questions on a trade-related audio materials

2. Required knowledge

Required knowledge includes:

- Descriptive words (adjectives, adverbs, colours, gerunds)
- Question words
- Conjunctions used to express reason, result, purpose
- Past tenses, perfect tenses, and future tenses
- The sentence structure
- Types of sentences and paragraphs
- Building blocks of sentences and paragraphs
- Punctuation marks
- Types of compositions
- Parts of a composition and their contents
- Procedures of deep reading: silent, loud, and close reading
- Kinds of letter

- Elements of social letters
- Components of a speech
- Active Listening strategies
- Linkers and connectors
- Discussion

3. Required Attitudes:

Having successfully completed the module, students should be:

- Eye contact keeper
- confident
- Professional
- Decisive
- Flexible
- Resourceful
- Forward thinker
- Patient
- Teamwork skilled
- Respectful
- Proactive
- Independent worker
- Diligent on work
- Dynamic
- Self-motivated
- Creative

- Innovative
- Punctual
- Responsible
- Watching and hearing

ASSESSMENT GUIDELINES

Section A: Portfolio/ formative assessment

Elements of competence	Assessment Indicators	Type of evidence	Description of activities	Checklist	Score		Observation
					Yes	No	
Talk about familiar events and activities	Describe social events	❖ Oral ❖ Performance Task: Describe social events using descriptive words	❖ Discussions ❖ Presentations	- Use of descriptive words			
	Give account of social events and ceremonies attended	❖ Oral ❖ Performance	❖ Discussions ❖ Presentations	- Use of question words - Question formulation			

	<p>Task:</p> <p>Use question words to enquire about social events your friends attended.</p>				
Justify social activities engaged in	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Why did you take part in the social activity you attended?</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Use of conjunctions - Sentence structure 		
Talk about professional experiences and ambitions	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Using appropriate tenses, talk about your future career ambitions.</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Sentence structure - Tense use 		

Write short compositions on familiar topics	Use the building blocks of sentences and paragraphs	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: After identifying the different types of sentences, write a sample sentence for each type.</p>	<ul style="list-style-type: none"> ❖ Matching ❖ Multiple choice ❖ Discussions ❖ Yes or no questions 	<ul style="list-style-type: none"> - Building blocks of a sentence - Sentence types 			
	Use punctuation marks	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Punctuate correctly the sentences given to you by your teacher.</p>	<ul style="list-style-type: none"> ❖ Sentence completion ❖ Yes or no questions ❖ Multiple choice 	<ul style="list-style-type: none"> - Use of Punctuations marks 			
	Identify types of compositions	<ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task: Distinguish between a report and a letter.</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Rearranging parts of a composition ❖ Yes or no questions ❖ Matching ❖ Presentations 	<ul style="list-style-type: none"> - Types of compositions 			

	Develop any topic of interest into a composition	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Write a short composition on a topic of your choice you have discussed with your teacher.</p>	❖ Composition writing	<ul style="list-style-type: none"> - Parts of a composition - Content 			
Read and interpret messages from simple texts and social letters	Extract specific information from the text read	<ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task: Use deep reading to answer comprehension questions on the text given by the teacher</p>	<ul style="list-style-type: none"> ❖ Multiple choice ❖ Discussions ❖ Matching ❖ True or false ❖ Yes or no questions 	<ul style="list-style-type: none"> - Text comprehension - Answering comprehension questions 			
	Identify the most important ideas in the text	<ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task: Give the main idea of the text you have just read.</p>	<ul style="list-style-type: none"> ❖ Multiple choice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Distinction of main ideas from details 			

	Identify the lessons conveyed by the text	<ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task: What is the purpose of the text you have just read?</p>	<ul style="list-style-type: none"> ❖ choice ❖ s ❖ ons <p>Multiple Discussion Presentati</p>	<ul style="list-style-type: none"> - Understanding of the text's purpose 			
	Identify the main elements of social letters	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: What are the main elements of a social letter?</p>	<ul style="list-style-type: none"> ❖ True or false ❖ Matching ❖ Rearranging letter parts 	<ul style="list-style-type: none"> - Elements of a social letter 			
	Provide an appropriate reply to social letters	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Reply to a social letter given to you by the teacher?</p>	<ul style="list-style-type: none"> ❖ Social letter writing 	<ul style="list-style-type: none"> - Elements of a social letter - Word choice - Types of social letters 			
React to common trade-related oral	Capture and report the main points from a trade-related relatively slow	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance 	<ul style="list-style-type: none"> ❖ Note taking ❖ Presentations ❖ Discussions 	<ul style="list-style-type: none"> - Identification of main points - Reporting of information 			

English	speech/recording	Task: List the main points discussed by the speaker in the recording played to you by the teacher.					
	Express own opinions/views on the recording listened to	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance Task: Using expression studied in class, give reasons why you agree or disagree with the speaker in the recording listened to.	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Use of appropriate expressions - Clarity of views/opinions 			
	Discuss ideas and opinions raised in simple trade-related recordings/speeches	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance Task: Using linkers and connectors, support at least one idea you heard in the recording.	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations ❖ Writing practice 	<ul style="list-style-type: none"> - Use of linkers and connectors 			

	Answer specific questions on a trade-related audio material	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task: Answer the comprehension questions on the recording played to you by the teacher</p>	<ul style="list-style-type: none"> ❖ Multiple choice ❖ True or false ❖ Matching ❖ Yes or no questions 	<ul style="list-style-type: none"> - Understanding of audio questions - Identification of main points - Answering questions 			