

CCM 402: INTERMEDIATE WORKPLACE ENGLISH		
Competence : Use intermediate English at the workplace		
RTQF LEVEL: 4	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 Present personal ideas and opinions, Discuss selected topics of interest, Building an argument, Build a convincing argument to support or refute an opinion, Support or refute an idea in a debate/discussion, Use proper terminology to report facts, Describe, explanation and stating facts , Use tenses Accurately, Write structured factual, descriptive, and explanatory texts on a range of topics, Produce correspondence texts (letters, emails) stating, describe facts in the workplace, Produce small scale-reports on trade-related issues (field visits, industrial attachments) ,Read medium texts on general and trade-related topics, Identify different reading techniques, Select and apply reading techniques to different texts, Draw inferences from medium-length texts ,Identify listening strategies, select appropriate listening strategy depending on the listening purpose, Apply listening strategies while listening to audio messages, Use nonverbal clues to detect messages implied by the speaker.

LEARNING ASSUMED TO BE IN PLACE

CCM 102: Oral Basic English Communication

CCM 202: Oral Basic English Communication

CCM 302: Intermediate Workplace English

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. Write factual, descriptive, and explanatory texts	1.1	Effective use of proper terminology to report facts
	1.2	Correct use of tenses to describe, explain and state facts accurately
	1.3	Clear distinction of factual, description and explanatory paragraphs
	1.4	Appropriate writing of well-structured factual, descriptive, and explanatory texts on a range of topics
	1.5	Production of correspondence texts (letters, emails) stating, explaining, or describing facts at the workplace
	1.6	Production of small-scale reports on trade-related issues (field visits, industrial attachments)
2. Apply a range of listening strategies to understand predictable messages	2.1	Accurate identification of different listening strategies
	2.2	Proper selection of a listening strategy depending on the listening purpose
	2.3	Active application of listening strategies while listening to audio messages
	2.4	Adequate use of non-verbal clues (intonation, tone, body movement) to detect messages implied by the speaker

3. Discuss general and trade-related topics	3.1	Presentations of personal ideas and opinions during discussions selected topics of interest
	3.2	Proper detection and avoidance of argumentation fallacies in debates and discussions
	3.3	Proper use of functional language to support or refute ideas in a debate or discussion
	3.4	Convincing building of arguments to support or refute an opinion (elements and types of an argument)
4. Read medium texts on general and trade-related topics	4.1	Accurate identification of different reading techniques (skimming, scanning, extensive reading, critical reading)
	4.2	Proper selection of a reading technique depending on the reading purpose and material
	4.3	Active application of reading techniques while reading different texts messages
	4.4	Demonstration of the ability to understand the inferences made in a range of medium length texts

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: Write factual, descriptive, and explanatory texts			Learning Hours: 10
Learning outcomes	Content	Learning activities	Resources

<p>1.1 . Use proper terminology to report facts</p>	<ul style="list-style-type: none"> • Expressing facts <ul style="list-style-type: none"> ✓ Expressions used in outlining facts <ul style="list-style-type: none"> ✚ The fact is that... ✚ The (main) point is that ... ✚ This proves that ... ✚ What it comes down to is that ... ✚ It is obvious that ... ✚ It is certain that ... ✚ One can say that ... ✚ It is clear that... ✚ There is no doubt that ... • Comparing and reporting facts <ul style="list-style-type: none"> ✓ Using comparatives and superlatives ✓ Quantifiers and modifiers 	<ul style="list-style-type: none"> ○ Group discussions ○ Dialogues ○ Role plays ○ Short presentations ○ Practical writing exercises ○ Modelling 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Scenarios – Trainee manuals – Stationeries – Lesson plans – Reference books – Written speeches – Newspaper reports
<p>1.2 . Describe, explain and state facts using tenses accurately</p>	<ul style="list-style-type: none"> • Using present tenses to describe, explain and state present facts • Using past tenses to describe, explain and state past facts 	<ul style="list-style-type: none"> ○ Dialogues ○ Storytelling ○ Short presentations ○ Practical writing 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer

		<p>exercises</p> <ul style="list-style-type: none"> ○ Modelling ○ Brainstorming ○ Vocabulary Games 	<ul style="list-style-type: none"> – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Written speeches – Newspaper reports
<p>1.3 . Distinguish factual, description and explanatory paragraphs</p>	<ul style="list-style-type: none"> • Paragraph writing <ul style="list-style-type: none"> ✓ Elements of a paragraph <ul style="list-style-type: none"> ✚ Topic sentence ✚ Supporting statements ✚ Concluding sentence ✓ Introduction to Types of Paragraphs <ul style="list-style-type: none"> ✚ Descriptive ✚ Explanatory ✚ Narrative ✚ Argumentative 	<ul style="list-style-type: none"> ○ Group discussions ○ Storytelling ○ Short presentations ○ Short-story writing ○ Brainstorming ○ Jumbled paragraphs ○ Gap-fill 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures

<p>1.4 Write well-structured factual, descriptive, and explanatory texts on a range of topics</p>	<ul style="list-style-type: none"> • Sentence structure <ul style="list-style-type: none"> ✓ Compound sentences <ul style="list-style-type: none"> + Coordinative conjunction ✓ Complex sentences <ul style="list-style-type: none"> + Main clauses + Subordinate clause + Subordinate conjunctions ✓ Compound complex sentences • Structure of narrative, argumentative, descriptive, and explanatory texts • Present and past tenses 	<ul style="list-style-type: none"> ○ Group works ○ Pair work ○ Jumbled paragraphs ○ Gap-fill 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures
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<p>1.5 . Production of correspondence texts (letters, emails) stating, explaining, or describing facts at the workplace</p>	<ul style="list-style-type: none"> • Introduction to business letters <ul style="list-style-type: none"> ✓ Parts of a business letter ✓ Types of business letters • Introduction to email correspondence <ul style="list-style-type: none"> ✓ Parts of an email ✓ Strategies for writing a good email ✓ Types of emails 	<ul style="list-style-type: none"> ○ Pair work ○ Jumbled paragraphs ○ Gap-fill ○ Peer feedback ○ Practical exercises on email writing ○ Practical exercises on business letters 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Letter samples
<p>1.6 Produce small-scale reports on trade-related issues (field visits, industrial attachments)</p>	<ul style="list-style-type: none"> • Writing small-scale reports <ul style="list-style-type: none"> ✓ Structure of a formal report <ul style="list-style-type: none"> ✚ Layout ✚ Introduction ✚ Body ✚ Conclusion 	<ul style="list-style-type: none"> ○ Report Writing practice ○ Peer feedback ○ Group work 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Sample reports

Learning unit 2: Apply a range of listening strategies to understand predictable messages			Learning Hours: 5
Learning outcomes	Content	Learning activities	Resources
2.1. Identify different listening strategies	<ul style="list-style-type: none"> • Listening strategies <ul style="list-style-type: none"> ✓ Listening for details ✓ listening for the gist ✓ note taking ✓ Active listening and response ✓ Listening for specific information ✓ predicting ✓ drawing inferences ✓ summarizing ✓ recognizing cognates ✓ recognizing word-order patterns • Applying Listening strategies <ul style="list-style-type: none"> ✓ Identifying the listening purpose ✓ Selecting the appropriate listening strategy 	<ul style="list-style-type: none"> ○ Dialogues ○ Role plays ○ Short presentations ○ Modelling and drilling ○ Listening to TV shows ○ Listening to radio programs 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Written speeches – Newspaper reports – Scenarios
2.2. Select appropriate listening strategy depending on the listening purpose			
2.3. Apply listening strategies while listening to audio messages			

<p>2.4. Use non-verbal clues to detect messages implied by the speaker</p>	<ul style="list-style-type: none"> • Understanding non-verbal clues <ul style="list-style-type: none"> ✓ Voice clues <ul style="list-style-type: none"> + Intonation + Voice tone ✓ Body movement <ul style="list-style-type: none"> + facial expressions + gestures 	<ul style="list-style-type: none"> ○ role play ○ video watching ○ note taking ○ modelling ○ drilling 	<ul style="list-style-type: none"> – video materials – posters/banners – wallpapers – audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Scenarios – Trainee manuals
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Learning unit 3: Discuss general and trade-related topics			Learning Hours: 5
Learning outcomes	Content	Learning activities	Resources
3.1. Present personal ideas and opinions during discussions on selected topics of interest	<ul style="list-style-type: none"> • Expressing opinion in English <ul style="list-style-type: none"> ✓ Agreeing with an opinion <ul style="list-style-type: none"> ✚ Full agreement with an opinion ✚ Partial agreement with an opinion ✓ Disagreeing with an opinion <ul style="list-style-type: none"> ✚ Forms of disagreement ✚ When to disagree ✚ Disagreeing politely 	<ul style="list-style-type: none"> ○ Dialogues ○ Role plays ○ Modelling ○ Group discussions ○ Debates ○ Mock speeches 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Written speeches – Newspaper reports – Scenarios – Trainee manual
3.2. Use functional language to support or refute ideas in a debate or discussion	<ul style="list-style-type: none"> • Using functional language in argument building <ul style="list-style-type: none"> ✓ Persuasion ✓ Asking questions ✓ Cause and effect ✓ Summarizing ideas to be refuted ✓ Sequencing ideas ✓ Predicting ideas 		

<p>3.3. Detect and avoid argumentation fallacies in debates and discussions</p>	<ul style="list-style-type: none"> • Dealing with argumentation fallacies <ul style="list-style-type: none"> ✓ Types of Fallacies <ul style="list-style-type: none"> + Formal Fallacies <ul style="list-style-type: none"> – Propositional fallacies – Quantification fallacies – Formal syllogistic fallacies + Informal Fallacies <ul style="list-style-type: none"> – Faulty generalizations – Red herring fallacies + Conditional fallacies ✓ Responding to fallacies 	<ul style="list-style-type: none"> ○ Dialogues ○ Role plays ○ Modelling and drilling 	<ul style="list-style-type: none"> – video materials – posters/banners – wallpapers – audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books
<p>3.4. Build convincing arguments to support or refute an opinion</p>	<ul style="list-style-type: none"> • Building a convincing argument <ul style="list-style-type: none"> ✓ Definition of an argument ✓ Elements of an argument <ul style="list-style-type: none"> + Claims + Counterclaims + Reasons + Evidence ✓ Types of arguments 	<ul style="list-style-type: none"> ○ Debates ○ Group discussions ○ Brainstorming ○ Presentations ○ Mock speeches 	<ul style="list-style-type: none"> – video materials – posters/banners – wallpapers – audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings

			<ul style="list-style-type: none"> - Reference books - Speech samples
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Learning unit 4: Read medium texts on general and trade-related topics			Learning Hours: 10
Learning outcomes	Content	Learning activities	Resources
4.1. Identify different reading techniques	<ul style="list-style-type: none"> • Reading techniques <ul style="list-style-type: none"> ✓ Skimming ✓ Scanning ✓ Deep reading ✓ Critical reading 	<ul style="list-style-type: none"> ○ Practical exercises ○ Debating texts read ○ Presentations on texts read ○ Group discussions 	<ul style="list-style-type: none"> - Projector - Computer - Flipcharts - Markers - Lesson plans - Reference books - Written speeches - Newspaper reports - Reading materials
4.2. Select a reading technique depending on the reading purpose and material			

<p>4.3. Apply reading techniques while reading different texts</p>	<ul style="list-style-type: none"> • Applying reading techniques to texts <ul style="list-style-type: none"> ✓ General texts ✓ Trade-related texts 	<ul style="list-style-type: none"> ○ Practical exercises ○ Debating texts read ○ Presentations on texts read ○ Group discussions 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Written speeches – Newspaper reports – Reading materials Reference books
<p>4.4. Demonstrate ability to understand the inferences made in a range of medium length texts</p>			

Knowledge, Skills and Attitudes

1.Required skills include:

Speaking skills

- Presentation of personal ideas and opinions
- Discussing selected topics of interest
- Building an argument
- Building a convincing argument to support or refute an opinion
- Supporting or refuting an idea in a debate/discussion

Writing skills

- Use of proper terminology to report facts

- Description, explanation and stating facts
- Accurate Use of tenses
- Writing of structured factual, descriptive, and explanatory texts on a range of topics
- Production of correspondence texts (letters, emails) stating, explaining or describing facts in the workplace
- Production of small scale-reports on trade-related issues (field visits, industrial attachments)

Reading skills

- Reading medium texts on general and trade-related topics
- Identifying different reading techniques
- Selection and application of reading techniques to different texts
- Drawing inferences from medium-length texts

Listening skills

- Identification of listening strategies
- selection of appropriate listening strategy depending on the listening purpose
- Application of listening strategies while listening to audio messages
- Use of nonverbal clues to detect messages implied by the speaker

1. Required knowledge

Required knowledge includes:

- Different expressions of facts
- Comparatives and superlatives
- Quantifiers and modifiers
- Types and elements of paragraph
- Kinds of sentences

- Sentence structure
- English tenses
- Types and Parts of Business letters
- Written and electronic correspondence
- Small-scale reports
- Listening strategies
- Nonverbal elements of meaning (voice clues, body movements and gestures)
- Argumentation fallacies
- Types and Elements of an argument
- Reading techniques

2. Required Attitudes:

Having successfully completed the module, students should be:

- Fluent
- Active listener
- Quick thinker
- Eye contact keeper
- confident
- Professional
- Decisive
- Flexible
- Resourceful
- Patient
- Teamwork skilled

- Respectful
- Proactive
- Independent worker
- Diligent on work
- Dynamic
- Self-motivated
- Creative
- Innovative
- Punctual
- Responsible

Watching and hearing

ASSESSMENT GUIDELINES

Elements of competence	Assessment Indicators	Type of evidence	Description of activities	Checklist	Score		Observation
					Yes	No	
Write factual, descriptive, and explanatory texts	Use proper terminology to report facts	<ul style="list-style-type: none"> ❖ Written ❖ Performance Task: Using comparatives and superlatives, report key information facts at your workplace.	<ul style="list-style-type: none"> ❖ Presentations ❖ Sentence completion ❖ Matching ❖ Writing practice 	<ul style="list-style-type: none"> - Word choice - Comparatives and superlatives - Expression of facts 			

	Describe, explain and state facts using tenses accurately	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Describe present facts about your career using appropriate tenses</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Discussions ❖ Matching 	<ul style="list-style-type: none"> - Tense use - Description of facts 			
	Distinguish factual, description and explanatory paragraphs	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Classify the paragraphs given to you by the teacher according to their types</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Discussions ❖ Matching ❖ True or false questions 	<ul style="list-style-type: none"> - Paragraph types - Elements of a paragraph - Paragraph structure 			
	Write well-structured factual, descriptive, and explanatory texts on a range of topics	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Write a short essay describing your career dreams</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations ❖ Matching 	<ul style="list-style-type: none"> - Text structure - Types of texts - Tense use 			

	Produce correspondence texts (letters, emails) stating, explaining, or describing facts at the workplace	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Compose an email outlining some of the challenges you face at work.</p>	<ul style="list-style-type: none"> ❖ Writing practice 	<ul style="list-style-type: none"> - Strategies for writing correspondence texts - Parts of an email - Parts of letters - Types of letters and emails 			
	Produce small-scale reports on trade-related issues (field visits, industrial attachments)	<ul style="list-style-type: none"> ❖ Writing ❖ Performance <p>Task: Produce a short report on your recent field visit</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Structure of a report - Language use 			
Apply a range of listening strategies to understand predictable messages	Identify different listening strategies	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task: List and explain at least three listening strategies.</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations ❖ Multiple choice ❖ Listening practice 	<ul style="list-style-type: none"> - Understanding of Listening strategies 			

	Select appropriate listening strategy depending on the listening purpose	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task: Which listening strategy would you use to get the main idea of a recording?</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Multiple choice ❖ Listening practice 	<ul style="list-style-type: none"> - Understanding of Listening strategies - Selection of listening strategies 			
	Apply listening strategies while listening to audio messages	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task: Select an appropriate strategy to use when you want to get detailed information and explain why.</p>	<ul style="list-style-type: none"> ❖ Listening practice ❖ Multiple choice ❖ Discussions 	<ul style="list-style-type: none"> - Understanding of Listening strategies - Selection of listening strategies - Listening purpose 			
	Use non-verbal clues to detect messages implied by the speaker	<ul style="list-style-type: none"> ❖ Oral ❖ Performance ❖ Written <p>Task: Watch a video shown by the teacher and say what the speaker's gestures mean.</p>	<ul style="list-style-type: none"> ❖ Multiple choice ❖ Discussions ❖ Audio-visual practice 	<ul style="list-style-type: none"> - Understanding of body language - Interpreting voice clues 			
Discuss general and trade-	Present personal ideas and opinions during	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task: Prepare a short</p>	<ul style="list-style-type: none"> ❖ Presentation practice ❖ Writing practice ❖ Discussions 	<ul style="list-style-type: none"> - Articulation of ideas - Using functional in 			

related topics	discussions on selected topics of interest	presentation on a topic of interest and share it with your class.		expressing opinions			
	Use functional language to support of refute ideas in a debate or discussion	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task: Following instructions given by your teacher, use functional language in supporting or refuting ideas in a group discussion</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	-			
	Detect and avoid argumentation fallacies in debates and discussions	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task: Listen to the recording played to you by the teacher and tell which argumentation fallacies the speaker is using then respond to them.</p>	<ul style="list-style-type: none"> ❖ practice ❖ Listening ❖ Discussions ❖ Multiple choice ❖ Note taking ❖ Presentations 	<ul style="list-style-type: none"> - Types of Argumentation fallacies - Responding to fallacies 			
	Build convincing arguments to support or refute an	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance 	<ul style="list-style-type: none"> ❖ Discussions ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Understanding of an argument - Elements of an argument - Types of arguments 			

	opinion	<p>Task:</p> <p>After drafting your argument on the role of TVET on Rwanda's development, indicate all the elements of an argument in it.</p>					
Read medium texts on general and trade-related topics	Identify different reading techniques	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Differentiate between different reading techniques</p>	<ul style="list-style-type: none"> ❖ Reading practice ❖ Multiple choice ❖ True and false questions ❖ Presentations 	<ul style="list-style-type: none"> - Reading techniques - Differentiating reading techniques 			
	Select a reading technique depending on the reading purpose and material	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Select an appropriate reading strategy based on the reading task given to you by the teacher.</p>	<ul style="list-style-type: none"> ❖ Reading practice ❖ Multiple choice ❖ True and false questions ❖ Presentations 	<ul style="list-style-type: none"> ❖ Reading techniques ❖ Differentiating reading techniques 			
	Apply reading techniques while reading	<ul style="list-style-type: none"> ❖ Written ❖ Performance 	<ul style="list-style-type: none"> ❖ Reading practice ❖ Presentations ❖ Discussions 	<ul style="list-style-type: none"> ❖ Reading techniques ❖ Differentiating reading 			

	different texts	Task: After using different strategies to read a given text, share with the class the differences you noticed.		techniques ❖ Application of reading techniques			
	Demonstrate ability to understand the inferences made in a range of medium length texts	❖ Written ❖ Performance Task: Read the text given by the teacher and identify what the writer implies. How did you come up with such inferences?	❖ Reading practice ❖ Presentations ❖ Discussions	❖ Understanding of inferences ❖ Justifying inferences			
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