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| CCM 602: Pre-advanced Workplace English | | |
| Competence : Communicate using pre-advanced English at the workplace | | |
| RTQF LEVEL: 6 | 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 complex topics before familiar and non-familiar audiences, Identify and use language registers according to the audience, Involve an audience into the presentation through specific strategies, Debe complex topics with dexterity, Apply tips and tricks for winning a debate, Writing relatively large-scale professional documents, Use of specific professional language to describe trade-related activities, Identification and application of different writing styles, Writing a technical summary, Reading and responding to complex and trade-specific texts, Application of renown reading strategies, Considering factors influencing effective reading Using steps of summary writing to summarize complex and trade-specific texts, Listening and responding to long and complex speeches, Capturing and reporting key information from long and complex speeches, Reporting the information listened to, Paraphrasing and rephrasing long and complex speeches, Large-scale professional documents, Different writing styles

LEARNING ASSUMED TO BE IN PLACE

CCM 102: Oral Basic English Communication

CCM 202: Oral Basic English Communication

CCM 302: Intermediate Workplace English

CCM 402: Use intermediate English at the workplace

CCM 502: Pre-advanced 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 |
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| 1. Write medium to long compositions about complex topics | 1.1 | Effective writing of relatively large scale professional documents such as business proposals, reports, field reports and internship reports |
| | 1.2 | Use of specific language to describe technical and trade-related activities |
| | 1.3 | Accurate summarization of texts written |
| 2. Listen and respond to long and complex speeches | 2.1 | Identification of key information from long and complex technical speeches |
| | 2.2 | Accurate reporting of information from long and complex speeches |
| | 2.3 | Systematic paraphrasing and rephrasing of long and complex speeches |
| 3. Read and respond to complex and trade-specific texts | 3.1 | Extraction of specific information from long and complex texts |
| | 3.2 | Distinction between main points and details in complex texts |
| | 3.3 | Adequate summary of complex and trade-specific texts |

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| 4. Speak about complex topics before familiar and non-familiar audiences | 4.1 | Clear presentation of complex ideas (business plans, concept notes) to different audiences Reasonable adaptation of language used depending on the audience Proper involvement of the audience through the use of specific language structures (question tags, repetition, raised or lowered voice tones) Debating complex topics with dexterity |
| | 4.2 | |
| | 4.3 | |

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 medium to long compositions about complex topics Learning hours: 10 | | | |
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| Learning outcomes | Contents | Learning activities | Resources |
| 1.1 Write relatively large scale professional documents | <ul style="list-style-type: none"> • Identification and definition of large scale professional documents ✓ Business Proposal ✓ Business Plan ✓ Report writing ✓ Concept Note ✓ Relatively Long Essay writing | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Documentary research ✚ Practical writing exercises ✚ | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers |

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| | <ul style="list-style-type: none">• Components of professional documents • Kinds of reports<ul style="list-style-type: none">✓ A short report✓ A long report<ul style="list-style-type: none">✚ A business report✚ A science report✚ A research report✚ An engineering report • Types of essay<ul style="list-style-type: none">✓ Narrative Essay✓ Descriptive Essay✓ Expository Essay✓ Persuasive/ argumentative Essay | | <ul style="list-style-type: none">- Reference books- Trainee manual- Lesson plan |
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| <p>1.2 Use specific language to describe technical and trade-related activities</p> | <ul style="list-style-type: none"> • Usage of trade-related words and expressions • Usage of descriptive words and expressions <ul style="list-style-type: none"> ✓ Adjectives ✓ Adverbs ✓ Relative clauses • Identification of different writing styles <ul style="list-style-type: none"> ✓ Informal style ✓ Formal style | <ul style="list-style-type: none"> ○ Brainstorming ○ Presentation ○ Practical writing exercises ○ Group work | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan - Sample documents |
| <p>1.3 Summarize technical texts</p> | <ul style="list-style-type: none"> • Technical summary writing <ul style="list-style-type: none"> ✓ Tips for writing an effective summary ✓ Elements of technical summary | <ul style="list-style-type: none"> ○ Practical exercise ○ Presentation ○ Discussions ○ Brainstorming ○ Documentary research ○ Group discussion | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers |

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| | | | <ul style="list-style-type: none"> - Reference books - Trainee manual - Reading material - Lesson plan |
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| Learning Unit 2: Listen and respond to long and complex speeches | | | Learning hours: 5 |
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| Learning outcomes | Contents | Learning activities | Resources |
| 2.1. Identify key information from long and complex technical speeches | <ul style="list-style-type: none"> • Awareness of key active listening techniques <ul style="list-style-type: none"> ✓ Paying attention ✓ Showing that you're listening ✓ Providing feedback ✓ Deferring judgment ✓ Responding appropriately | <ul style="list-style-type: none"> ○ Brainstorming ○ Presentation ○ Documentary research ○ Group discussion ○ Practical exercises | <ul style="list-style-type: none"> - Audiovisual materials - White Board - Chalkboard - Flipchart - Pen - Paper - Markers - Reference |
| 2.2. Report information from long and complex speeches | <ul style="list-style-type: none"> • Extraction of key information from long and complex technical speeches | | |

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| | <ul style="list-style-type: none"> • Revising the components of a speech <ul style="list-style-type: none"> ✓ The introduction ✓ The main points or Body ✓ The conclusion ✓ Transitions • Reporting the information listened to <ul style="list-style-type: none"> ✓ Reporting orally ✓ Reporting in written form | | <p>books</p> <ul style="list-style-type: none"> - Trainee manual - Lesson plan - Projector - Computer - Audio recorder |
| <p>2.3. Paraphrase and rephrase long and complex speeches</p> | <ul style="list-style-type: none"> • Differences between Paraphrasing and Rephrasing • Steps of paraphrasing • Steps of Rephrasing/rewording | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Role play ✚ Documentary research ✚ Group discussion ✚ Practical exercise | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Lesson plan |

| Learning Unit 3: Read and respond to complex and trade-specific texts | | | Learning hours: 5 |
|---|--|---|--|
| Learning outcomes | Contents | Learning activities | Resources |
| 3.1 Extract specific information from long and complex texts | <ul style="list-style-type: none"> • Consolidation of reading techniques <ul style="list-style-type: none"> ✓ Scanning ✓ Skimming ✓ Deep/Close reading ✓ Critical reading • Consideration of factors influencing effective reading • Applying renown reading strategies <ul style="list-style-type: none"> ✓ QUASAR ✓ SQ3R ✓ Active reading | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Documentary research ✚ Group discussion ✚ Practical exercise | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Pencil/highlighter - Markers - Reference books - Trainee manual - Reading material - Lesson plan |
| 3.2 Distinguish between main points and details in complex texts | <ul style="list-style-type: none"> • Components of a text's meaning <ul style="list-style-type: none"> ✓ A text's overall message/ main points ✓ Supporting details ✓ Examples and illustrations | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Practical exercises ✚ Group discussions | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper |

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| | | | <ul style="list-style-type: none"> - Pencil/highlighter - Markers - Reference books - Trainee manual - Reading material - Lesson plan |
| 3.3 Summarize complex and trade-specific texts | <ul style="list-style-type: none"> • Steps of summary writing <ul style="list-style-type: none"> ✓ Survey or skim the text ✓ Read the text quickly to get the general meaning of the text ✓ Read the text closely while taking notes of the main ideas ✓ Identify the topic sentences of individual paragraphs ✓ Write a thesis statement ✓ Organize and outline ideas ✓ Make your 1st draught ✓ Revise your draught. ✓ Proofread and edit the work | <ul style="list-style-type: none"> ✚ Presentation ✚ Brainstorming ✚ Discussions ✚ Practical summary writing exercises | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Reading material - Lesson plan |

| Learning Unit 4: Speak about complex topics before familiar and non-familiar audiences | | | Learning hours: 10 |
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| learning outcomes | Contents | Learning activities | Resources |
| 4.1. Present complex ideas to different audiences | <ul style="list-style-type: none"> • Main elements of a presentation <ul style="list-style-type: none"> ✓ Preparation ✚ handouts ✚ visual aids ✓ Rehearsal/practice ✓ Delivery • Guidelines for a successful presentation | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Role play ✚ Documentary research ✚ Group discussion ✚ Practical exercises | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Pencil/highlighter - Markers - Reference books - Trainee manual - Reading material - Lesson plan |

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| <p>4.2 Adapt the language used to the audience</p> | <ul style="list-style-type: none"> • Language registers <ul style="list-style-type: none"> ✓ Formal register ✓ Casual register <ul style="list-style-type: none"> ✚ Slang ✚ Vulgarities ✚ Colloquialisms • Review and consolidation of English tenses, conditionals, imperatives, and the subjunctive | <ul style="list-style-type: none"> ✚ Brainstorming ✚ Presentation ✚ Roleplay ✚ Practical exercises | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Pencil/highlighter - Markers - Reference books - Trainee manual - Reading material - Lesson plan |
| <p>4.3 Involve the audience through the use of specific language structures</p> | <ul style="list-style-type: none"> • Language structures involving the audience <ul style="list-style-type: none"> ✓ Question tags ✓ Rhetorical questions • Other tricks for making one's presentation interactive <ul style="list-style-type: none"> ✓ Using icebreakers ✓ Using visual aids ✓ Using props ✓ Telling jokes | <ul style="list-style-type: none"> ✚ Presentation ✚ Brainstorming ✚ Group Discussions ✚ Role play ✚ Rehearsals | <ul style="list-style-type: none"> - Whiteboard - Chalkboard - Flipchart - Pen - Paper - Markers - Reference books - Trainee manual - Reading material - Lesson plan |

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| | | | <ul style="list-style-type: none"> - Projector - Computer |
| 4.4 Debate complex topics with dexterity | <ul style="list-style-type: none"> • Structure of a debate <ul style="list-style-type: none"> ✓ The proposing side ✓ The opposing side • Rules and guidelines of debates • Tips & Tricks for winning the debate | <ul style="list-style-type: none"> ○ Debating ○ Documentary research ○ Group discussions | <ul style="list-style-type: none"> - Reference books - Trainee manual - Reading material - Lesson plan - Projector - Computer - |

Knowledge, Skills and Attitudes

1. Required skills

Required skills include:

Speaking skills

- Presentation of complex topics before familiar and non-familiar audiences
- Identification and use of language registers according to the audience
- Involving an audience into the presentation through specific strategies
- Debating complex topics with dexterity
- Application of tips and tricks for winning a debate

Writing skills

- Writing relatively large-scale professional documents
- Use of specific professional language to describe trade-related activities
- Identification and application of different writing styles
- Writing a technical summary

Reading skills

- Reading and responding to complex and trade-specific texts
- Application of renowned reading strategies
- Considering factors influencing effective reading
- Using steps of summary writing to summarize complex and trade-specific texts

Listening skills

- Listening and responding to long and complex speeches
- Capturing and reporting key information from long and complex speeches
- Reporting the information listened to
- Paraphrasing and rephrasing long and complex speeches

2. Required knowledge

Required knowledge includes:

- Large-scale professional documents
- Components of professional documents
- Kinds of reports
- Types of essays

- Trade-related words and expressions
- Descriptive language
- Different writing styles
- Technical summary writing
- Awareness of key active listening techniques
- Components of a speech
- Difference between paraphrasing and rephrasing
- Factors influencing effective reading
- Renown reading strategies (QUASAR, SQ3R, Active reading)
- Steps of summary writing
- Main elements of a presentation
- Guidelines for a successful presentation
- Language registers
- English tenses, conditional sentences, imperatives and the subjunctive
- Structure of a debate
- Rules and guidelines of debates

3. 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
- Critical

ASSESSMENT GUIDELINES

Module: CCM 601 PRE-ADVANCED WORKPLACE ENGLISH

Section A: Portfolio/ formative assessment

| Elements of competence | Assessment Indicators | Type of evidence | Description of activities | Checklist | Score | | Observation |
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| | | | | | Yes | No | |
| Write medium to long compositions about complex topics | Write relatively large scale professional documents | <ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: After identifying large scale documents, a concept note on a topic of your choice.</p> | <ul style="list-style-type: none"> ❖ Writing practice ❖ Multiple choice ❖ Presentation | <ul style="list-style-type: none"> - Understanding large scale professional documents - Components of professional documents - Kinds of reports - Types of essays - Language use | | | |
| | Use specific language to describe technical and trade-related activities | <ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Using specific language, describe any one complex professional activity you were engaged in.</p> | <ul style="list-style-type: none"> ❖ Writing practice ❖ Multiple choice ❖ Presentations | <ul style="list-style-type: none"> - Use of descriptive language - Different writing styles | | | |

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| | Summarize technical texts | <ul style="list-style-type: none"> ❖ Witten ❖ Performance <p>Task:</p> <p>Make a summary of the report that your teacher will give you.</p> | <ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations | <ul style="list-style-type: none"> - Tips for writing an effective summary - Elements of a technical summary | | | |
| Listen and respond to long and complex speeches | Identify key information from long and complex technical speeches | <ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task:</p> <p>Listen to the recording played to you by the teacher and answer the comprehension questions given to you.</p> | <ul style="list-style-type: none"> ❖ Listening practice ❖ Multiple choice ❖ True or false questions | <ul style="list-style-type: none"> - Listening strategies - Answering listening comprehension questions - Components of a speech | | | |
| | Report information from long and complex speeches | <ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task:</p> | <ul style="list-style-type: none"> ❖ Listening Practice ❖ Presentations ❖ Discussions | <ul style="list-style-type: none"> - Listening strategies - Effective reporting of information - Language use | | | |

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| | | Assuming you are the only one having listened to a recording played to you by the teacher, report the information you heard to a professional audience. | | | | | |
| | Paraphrase and rephrase long and complex speeches | <ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task:</p> <p>Using your own words, retell the information gleaned from a recording played in class by the teacher.</p> | <ul style="list-style-type: none"> ❖ Listening Practice ❖ Presentations ❖ Discussions | <ul style="list-style-type: none"> - Paraphrasing strategies - Listening strategies - Effective reporting of information - Language use - | | | |
| Read and respond to complex and trade-specific | Extract specific information from long and complex | <ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>Read carefully the text indicated by</p> | <ul style="list-style-type: none"> ❖ Reading practice ❖ Multiple choice ❖ True and false questions | <ul style="list-style-type: none"> - Reading techniques - Factors influencing reading - Answering comprehension questions | | | |

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| texts | texts | your teacher and answer all the comprehension questions | | | | | |
| | Distinguish between main points and details in complex texts | <ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task:</p> <p>In a text provided by the teacher, identify the main ideas and their supporting details.</p> | <ul style="list-style-type: none"> ❖ Reading practice ❖ Presentations ❖ Matching activities ❖ Discussions ❖ Multiple choice questions | <ul style="list-style-type: none"> - Reading techniques - Components of a text meaning | | | |
| | Summarize complex and trade-specific texts | <ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task:</p> <p>Your teacher will give you a text related to your field, summarize it, and share your work with the whole class.</p> | <ul style="list-style-type: none"> ❖ Reading practice ❖ Presentations ❖ Writing practice ❖ Discussions | <ul style="list-style-type: none"> - Steps of summary writing - Structure of the summary - Language use - | | | |
| Speak about complex topics before | Present complex ideas to different | <ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> | <ul style="list-style-type: none"> ❖ Presentations ❖ Discussions | <ul style="list-style-type: none"> - Elements of presentation - Guidelines for successful presentation | | | |

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| familiar and non-familiar audiences | audiences | Your teacher will give you three different professional scenarios. Choose one of them and make a presentation on it. | | – Language use | | | |
| | Adapt the language used to the audience | <ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Assuming that you have a business idea. Prepare and deliver a speech to potential investors and villagers in your neighbourhood as beneficiaries.</p> | <ul style="list-style-type: none"> ❖ Presentations ❖ Writing ❖ Discussions | <ul style="list-style-type: none"> – Language registers – Language use | | | |
| | Involve the audience through the use of specific language structures | <ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Discuss different language structures used to</p> | <ul style="list-style-type: none"> ❖ Presentations ❖ Discussions | <ul style="list-style-type: none"> – Specific language structures – Speech delivery – Making the presentation interactive | | | |

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| | | maintain the audience's attention with colleagues; then use them while delivering a speech in class. | | | | | |
| Debate complex topics with dexterity | <ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>In a group, choose one of the topics proposed by the teacher and engage in a debate with another group, following your teacher's instructions.</p> | <ul style="list-style-type: none"> ❖ Presentations ❖ Discussions | <ul style="list-style-type: none"> - Structure of a debate - Rules and guidelines for a debate - Tricks for winning a debate - Language use | | | | |