

CCM 702: ADVANCED WORKPLACE ENGLISH		
Competence : Initiate and maintain Advanced English Communication at the workplace		
RTQF LEVEL: 7	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 use tenses and vocabulary in Oral communication on a range of topics, Participate in any conversation on various topics, Spicing up oral communication with idiomatic expressions ,Smooth presentation of arguments in a style appropriate to the context, Effective delivery of impromptu speeches on a variety of topics, Identification and use of public speaking styles Use of modal verbs to express ideas and opinions, Use of hedging techniques in speech delivery to keep the listener hooked, Use of persuasive techniques in speaking, Write clear and concise executive summaries of reports and business proposals, Produce concept notes for events and projects, Production of user manuals for trade-related items, Production of key business documents (business plans, memos, handover reports, inventory documents, minutes),Read and respond in a written form to a variety of texts, Produce a written commentary on read documents, Expanding further a written text after reading, Drawing accurate inferences from a reading text, Cross-referencing written texts to identify similarities and differences, Comparing two or more written texts by showing similarities and differences, *Listen to different English accents to get specific or general information, Familiarizing with a variety of English accents, Easy gleaning of information from different aural articles of various accent, Compare audio texts to show similarities and differences.*

1. Required knowledge

Required knowledge includes:

- Executive summary
- Concept notes
- Trade manuals
- Business documents (memos, handover reports, inventory documents, minutes)
- Effortless conversation on different topics with various accents
- Idiomatic expressions
- Phrasal verbs
- English proverbs
- Public speaking styles
- Impromptu speeches
- Expression of modality
- Hedging
- Compound and multiple hedging
- Nominal, Adjectival, and adverbial phrases
- Approximates of degree, quantity, frequency and time
- If clauses
- Persuasion techniques
- Written commentary
- Inferences drawing and supporting
- Elements of text comparison
- Particularities of world English accents

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

CCM602: 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
1. Produce clearly written and meaningful varieties of texts	1.1 1.2 1.3	Write clearly executive summaries to produce reports, business proposal Production of concept notes for events and activities Production of user manuals for trade-related items
2. Communicate orally on a range of topics, using appropriate tenses and vocabulary	2.1 2.2 2.3 2.4	Effortless participation in any conversation on various topics Spicing up oral communication with idiomatic expressions Smooth presentation of arguments in a style appropriate to the context Effective delivery of impromptu speeches (speaking without too much

	2.5 2.6 2.7	preparation) on a variety of topics Effective use of modal verbs to express ideas and opinions Accurate use hedging techniques in speech delivery to keep the listener hooked Use persuasive techniques in speaking
3. Read and Respond in written form to a variety of texts	3.1 3.2 3.3	Production of commentary on read documents (reports, manuals, business proposals) Expanding further a written text after reading it Provision of detailed explanations to an audience Drawing accurate inferences Cross-referencing written texts to identify similarities and differences
4. Listen to different English accents to get specific or general information	4.1 4.2 4.3	Smooth navigation through different audio materials gleaning information with ease regardless of their accents Accurate Cross-referencing of audio texts to identify similarities and differences Accurate Cross-referencing of audio texts to identify differences

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: Produce clearly written and meaningful varieties of texts			Learning Hours: 10
Learning outcomes	Content	Learning activities	Resources
1.1 Write clear executive summaries	<ul style="list-style-type: none"> • Writing executive summaries for reports and business proposal <ul style="list-style-type: none"> ✓ Defining an executive summary ✓ Differences between simple summaries and executive summaries ✓ Elements of an executive summary ✓ Steps in writing an executive summary ✓ Layout of an executive summary 	<ul style="list-style-type: none"> – Practical exercises on Executive Summary writing – Peer feedback – Documentary research 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Sample reports – Sample executive summaries

1.2	Produce concept notes for events and activities	<ul style="list-style-type: none"> • Writing concept notes <ul style="list-style-type: none"> ✓ Defining concept notes ✓ Purposes of concept notes ✓ Parts of a concept note 	<ul style="list-style-type: none"> – Concept note writing practice – Peer feedback – Brainstorming 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Sample concept notes
1.3	Produce user manuals for trade-related items	<ul style="list-style-type: none"> • Defining trade manuals • Parts of a trade manual • Key information on trade manuals • Organization of information on manuals • Principals of good information presentation 	<ul style="list-style-type: none"> – Comparing trade manuals – Brainstorming key information for specific manuals – Practical manual writing exercises 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Sample concept notes

<p>1.4 Produce key business documents</p>	<ul style="list-style-type: none"> • Writing memos <ul style="list-style-type: none"> ✓ Layout ✓ Content • Writing handover reports <ul style="list-style-type: none"> ✓ Layout ✓ Content • Inventory documents <ul style="list-style-type: none"> ✓ Layout ✓ Content • Minute taking <ul style="list-style-type: none"> ✓ Layout ✓ Content 	<ul style="list-style-type: none"> – Brainstorming – Practical writing exercises – Group work 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books <p>Sample concept notes</p>
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Learning unit 2: Communicate orally on a range of topics, using appropriate tenses and vocabulary			Learning Hours:5
Learning outcomes	Content	Learning activities	Resources
2.1 Participate Effortlessly in any conversation on various topics	<ul style="list-style-type: none"> • Tips for conversing effortlessly • 	<ul style="list-style-type: none"> – Group discussions – Peer feedback 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Sample reports
2.2 Spice up oral communication with idiomatic expressions	<ul style="list-style-type: none"> • Idiomatic expressions • Phrasal verbs • English proverbs 	<ul style="list-style-type: none"> – Brainstorming – Dialogues – Role plays – Short presentations – Modelling and drilling – Watching TV shows – Documentary research 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans

			<ul style="list-style-type: none"> - Recordings - Reference books - Scenarios - Trainee manuals -
2.3 Present smoothly arguments in a style appropriate to the context	<ul style="list-style-type: none"> • Arguments and their context <ul style="list-style-type: none"> ✓ How context affects argument ✓ Contextualizing an argument • Public speaking styles 	<ul style="list-style-type: none"> - Brainstorming - Dialogues - Role plays - presentations - 	<ul style="list-style-type: none"> - Audiovisual materials - Projector - Computer - Flipcharts - Markers - Lesson plans - Recordings - Reference books - Photos or pictures - Sample reports - Notebooks -

<p>2.4 Deliver Effective impromptu speeches on a variety of topics</p>	<ul style="list-style-type: none"> • The Impromptu speech <ul style="list-style-type: none"> ✓ Defining an impromptu speech ✓ Occasions for impromptu speeches ✓ Preparing for an impromptu speech ✓ Characteristics of an effective impromptu speech 	<ul style="list-style-type: none"> – Brainstorming – Dialogues – Role plays – Short presentations – Mock speeches 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Notebooks – Scenarios
<p>2.5 Use modal verbs to express ideas and opinions</p>	<ul style="list-style-type: none"> • Expressing modality <ul style="list-style-type: none"> ✓ Modal verbs <ul style="list-style-type: none"> ✚ Probability ✚ Ability. ... ✚ Obligation and Advice. ... ✚ Permission. ... ✚ Habits. ... ✚ Past modals... ✓ Other ways of expressing modality 	<ul style="list-style-type: none"> – Public speaking – Mock speeches – Role plays – Peer feedback – Dialogues – Group discussions – Debates – Storytelling 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Notebooks – Trainee manuals – Scenarios

<p>2.6 Use hedging techniques in speech delivery to keep the listener hooked</p>	<ul style="list-style-type: none"> • Definition of hedging • Forms/realizations of hedging <ul style="list-style-type: none"> ✓ Lexical-modal verbs <ul style="list-style-type: none"> ✚ Seem ✚ Tend ✚ appear ✓ Adjectival, adverbial and nominal phrases ✓ Approximates of degree, quantity, frequency and time ✓ Discourse epistemic phrases ✓ If clauses ✓ Negative constructions ✓ Compound and multiple hedging 	<ul style="list-style-type: none"> – Public speaking – Speech writing – Mock speeches – Role plays – Peer feedback – Dialogues – Group discussions – Debates – Listening activities – Storytelling 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Sample reports
<p>2.7 Use persuasive techniques in speaking</p>	<ul style="list-style-type: none"> • Persuasion techniques <ul style="list-style-type: none"> ✓ Ethos (Ethical Appeal) ✓ Logos (Logical Appeal) ✓ Pathos (Emotional Appeal) ✓ Rhetorical Questions 	<ul style="list-style-type: none"> – Public speaking – Mock speeches – Role plays – Peer feedback – Dialogues – Group discussions – Debates – Listening activities 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books

		<ul style="list-style-type: none"> - Storytelling 	<ul style="list-style-type: none"> - Photos or pictures - Scenarios - Trainee manuals - Sample speeches
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Learning unit 3: Read and Respond in written form to a variety of texts			Learning Hours:10
Learning outcomes	Content	Learning activities	Resources

<p>4.1 Produce written commentary on read documents</p>	<ul style="list-style-type: none"> • Writing commentary <ul style="list-style-type: none"> ✓ Defining the commentary ✓ Steps for writing the commentary <ul style="list-style-type: none"> ✚ Analyzing the original text ✚ Writing the commentary <ul style="list-style-type: none"> – The introduction – The body – Quoting the main document – Writing the conclusion 	<ul style="list-style-type: none"> – Commentary Writing practice – Peer feedback – Text analysis – Reading activities 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Sample reports
<p>4.2 Expand further a written text after reading it</p>			
<p>4.3 Draw accurate inferences from a text</p>	<ul style="list-style-type: none"> • Defining inference • Drawing the inferences <ul style="list-style-type: none"> ✓ finding clues from the text ✓ Adding clues to what is already known/read from the text ✓ Being alert to multiple interpretations ✓ Supporting drawn inferences 	<ul style="list-style-type: none"> – Practical exercises on text analysis and inferences – Documentary research – Group discussions 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Photos or pictures – Sample texts – Trainee manuals

<p>4.4 Cross-reference written texts to identify similarities and differences</p>	<ul style="list-style-type: none"> • Comparing texts <ul style="list-style-type: none"> ✓ Elements of comparison in texts <ul style="list-style-type: none"> ✚ Format/Structure ✚ Style ✚ Content ✓ Explaining the similarities in texts ✓ Explaining the differences texts 	<ul style="list-style-type: none"> – Practical exercises on text analysis – Documentary research – Group discussions 	<ul style="list-style-type: none"> – Projector – Computer – Flipcharts – Markers – Lesson plans – Reference books – Photos or pictures – Sample texts – Trainee manuals
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<p>Learning unit 4: Listen to different English accents to get specific or general information</p>			<p>Learning Hours: 5</p>
<p>Learning outcomes</p>	<p>Content</p>	<p>Learning activities</p>	<p>Resources</p>

<p>5.1 Navigate through different audio materials gleaning information with ease regardless of their accents</p>	<ul style="list-style-type: none"> • Familiarizing with English accents <ul style="list-style-type: none"> ✓ Listening to Asian accents ✓ African English accents ✓ Western English accents • Particularities of world English accents 	<ul style="list-style-type: none"> – Dialogues – Loud Reading – Listening activities – Peer feedback – Group discussion 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Sample reports
<p>5.2 Cross-reference audio texts to identify similarities and differences</p>	<ul style="list-style-type: none"> • Comparing audio texts • Elements of comparison in texts <ul style="list-style-type: none"> ✓ Format/Structure ✓ Style ✓ Content ✓ Text purpose ✓ Tone & accent • Explaining the similarities in texts • Explaining the differences texts 	<ul style="list-style-type: none"> – Group discussion – Dialogues – Group work – Loud Reading – Listening activities – Peer feedback 	<ul style="list-style-type: none"> – Audiovisual materials – Projector – Computer – Flipcharts – Markers – Lesson plans – Recordings – Reference books – Photos or pictures – Sample reports

Knowledge, Skills and Attitudes

1. Required skills

Required skills include:

Speaking skills

- Oral communication on a range of topics, using appropriate tenses and vocabulary
- Effortless Participation in any conversation on various topics
- Spicing up oral communication with idiomatic expressions
- Smooth presentation of arguments in a style appropriate to the context
- Effective delivery of impromptu speeches on a variety of topics
- Identification and use of public speaking styles
- Use of modal verbs to express ideas and opinions
- Use of hedging techniques in speech delivery to keep the listener hooked
- Use of persuasive techniques in speaking

Writing skills

- Writing clear and concise executive summaries of reports and business proposals
- Production of concept notes for events and projects
- Production of user manuals for trade-related items
- Production of key business documents (business plans, memos, handover reports, inventory documents, minutes)

Reading skills

- Reading and responding in a written form to a variety of texts
- Producing a written commentary on read documents

- Expanding further a written text after reading
- Drawing accurate inferences from a reading text
- Cross-referencing written texts to identify similarities and differences
- Comparing two or more written texts by showing similarities and differences

Listening skills

- Listening to different English accents to get specific or general information
- Familiarizing with a variety of English accents
- Easy gleaning of information from different aural articles of various accent
- Comparing audio texts to show similarities and differences

2. Required knowledge

Required knowledge includes:

- Executive summary
- Concept notes
- Trade manuals
- Business documents (memos, handover reports, inventory documents, minutes)
- Effortless conversation on different topics with various accents
- Idiomatic expressions
- Phrasal verbs
- English proverbs
- Public speaking styles
- Impromptu speeches

- Expression of modality
- Hedging
- Compound and multiple hedging
- Nominal, Adjectival, and adverbial phrases
- Approximates of degree, quantity, frequency and time
- If clauses
- Persuasion techniques
- Written commentary
- Inferences drawing and supporting
- Elements of text comparison
- Particularities of world English accents

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
- Analytical

ASSESSMENT GUIDELINES

Section A: Portfolio/ formative assessment

Elements of competence	Assessment Indicators	Type of evidence	Description of activities	Checklist	Score		Observation
					Yes	No	
Produce clearly written and meaningful varieties of texts	Write clear executive summaries	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Write an executive summary of report that your teacher will give you.</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Elements of n executive summary - Steps for writing an executive summary - Layout of the executive summary - Language use 			
	Produce concept notes for events and activities	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Write a concept note for this year's graduation, assuming you are your institution's public relations officer</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Structure of a concept note - Purpose of a concept note - Language use 			
	Produce user manuals for trade-related items	<ul style="list-style-type: none"> ❖ Written ❖ Performance 	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Structure of a user manual - Purpose of a user manual 			

		<p>Task:</p> <p>Choose one of the regularly used items in your field and write a user manual for new users.</p>		<ul style="list-style-type: none"> - Key information on user manuals - Language use 			
	Produce key business documents	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task:</p> <p>After visiting the school's workshop, produce an inventory report.</p>	<ul style="list-style-type: none"> ❖ Writing practice ❖ Presentations 	<ul style="list-style-type: none"> - Structure of an inventory report - Content of an inventory report - Language use 			
Communicate orally on a range of topics, using appropriate tenses and vocabulary			❖	-			
	Participate Effortlessly in any conversation on various topics	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Following your teacher's instructions engage in a range of discussions with colleagues.</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Tips for conversing effectively - Message articulation - Language use 			
	Spice up oral communication with idiomatic expressions	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>After listening to a range</p>	<ul style="list-style-type: none"> ❖ Presentations ❖ Discussions 	<ul style="list-style-type: none"> - Use of idiomatic expressions - Use of phrasal verbs - Use of English proverbs 			

		of recordings, list recurrent idiomatic expressions and use them and many more as you deliver your own speech on a topic of your choice to the class.					
Present smoothly arguments in a style appropriate to the context	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Using your own arguments on a topic of interest as an example, show how context affects an argument.</p>	<ul style="list-style-type: none"> ❖ ions ❖ ns ❖ practice 	Presentat Discussio Writing	<ul style="list-style-type: none"> - Awareness of arguments and their contexts - Public speaking - Language use 			
Deliver Effective impromptu speeches on a variety of topics	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Your teacher will give you a number of topics to choose one for which you have to deliver a 10-minute speech with no more than 2 minutes of preparation.</p>	<ul style="list-style-type: none"> ❖ ions ❖ ns 	Presentat Discussio	<ul style="list-style-type: none"> - Awareness of an impromptu speech - Preparing for an impromptu speech - Occasions for impromptu speech - Language use 			

<p>Use modal verbs to express ideas and opinions</p>	<ul style="list-style-type: none"> ❖ Oral ❖ Written ❖ Performance <p>Task:</p> <p>Use the appropriate modal verbs while talking about different scenarios presented to you by the teacher.</p>	<ul style="list-style-type: none"> ❖ Presentations ❖ Discussions ❖ Practice ❖ Choice 	<p>Presentations</p> <p>Discussions</p> <p>Writing</p> <p>Multiple</p>	<ul style="list-style-type: none"> - Use of modal verbs - Language use 			
<p>Use hedging techniques in speech delivery to keep the listener hooked</p>	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>List some of the most common hedging techniques, then use them as you deliver a 5-minute presentation to the class.</p>	<ul style="list-style-type: none"> ❖ Presentations ❖ Discussions 	<p>Presentations</p> <p>Discussions</p>	<ul style="list-style-type: none"> - Awareness of hedging - Forms of hedging 			
<p>Use persuasive techniques in speaking</p>	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>In classroom roleplay, use a variety of persuasive</p>	<ul style="list-style-type: none"> ❖ Presentations ❖ Discussions 	<p>Presentations</p> <p>Discussions</p>	<ul style="list-style-type: none"> - Understanding of persuasion techniques - Language use 			

		techniques to persuade your colleague(s) do a task of your choice.					
Read and Respond in written form to a variety of texts	Produce written commentary on read documents	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Write an elaborate commentary on a business document that your teacher will give you.</p>	<ul style="list-style-type: none"> ❖ Reading practice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Awareness of a commentary - Steps for commentary writing - Language use 			
	Expand further a written text after reading it	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Your teacher will give you a short text. Read the text and develop it further building on from the information already provided.</p>	<ul style="list-style-type: none"> ❖ Reading practice ❖ Writing practice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Strategies for expanding a text - Language use 			
	Draw accurate inferences from a text	<ul style="list-style-type: none"> ❖ Written ❖ Performance <p>Task: Read a text given by the teacher then suggest what inferences you can draw from it and justify them</p>	<ul style="list-style-type: none"> ❖ Reading practice ❖ Writing practice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> - Awareness of inferences - Strategies for drawing inferences - Language use 			
	Cross-reference	<ul style="list-style-type: none"> ❖ Written ❖ Oral 	<ul style="list-style-type: none"> ❖ Reading practice ❖ Writing practice 	<ul style="list-style-type: none"> - Strategies for comparing 			

	written texts to identify similarities and differences	<ul style="list-style-type: none"> ❖ Performance <p>Task:</p> <p>Your teacher will give you two different texts on the same topic, read and compare them showing how similar or different they are.</p>	<ul style="list-style-type: none"> ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> – texts – Language use 			
Listen to different English accents to get specific or general information	Navigate through different audio materials gleaning information with ease regardless of their accents	<ul style="list-style-type: none"> ❖ Oral ❖ Performance <p>Task:</p> <p>Listen to a mashup recording of people with different English accents and briefly explain the message given by each speaker.</p>	<ul style="list-style-type: none"> ❖ Listening practice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> – Familiarizing with English accents – Identification of particularities of world accents 			
	Cross-reference audio texts to identify similarities and differences	<ul style="list-style-type: none"> ❖ Written ❖ Oral ❖ Performance <p>Task:</p> <p>Your teacher will play for you two different recordings on the same topic, listen and compare them showing how similar or different they are.</p>	<ul style="list-style-type: none"> ❖ Listening practice ❖ Discussions ❖ Presentations 	<ul style="list-style-type: none"> – Strategies for comparing audio texts – Language use 			

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