



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

ENGLISH

CCMEN502

Use upper-intermediate English at the workplace

Competence

RQF Level: 5

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All TVET Certificate 5

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Purpose Statement	This module describes the skills, knowledge and attitudes to be acquired by level five learner in English Language according to RQF so that he/ she can maintain communication in upper-intermediate English professionally. Upon completion of the module, the learner will be able to talk about daily activities; describe objects, place and people, form new words and write essays for professional purposes.						
Delivery modality	Training delivery		100%	Assessment			
	Theoretical content		30%	Formative assessment	30%		
	Practical work:		70%		100%		
	<ul style="list-style-type: none"> Group work and presentation 						
	<ul style="list-style-type: none"> Individual Work and presentation 		30%				
			Summative Assessment		N/A		

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Talk about daily activities	1.1. Ongoing activities and habits are correctly discussed using present tenses, and frequency adverbs 1.2. Daily schedule is effectively planned using sequence adverbs 1.3. Hobbies and interests are appropriately discussed based on appropriate verbs
2. Describe objects, place and people	2.1. Objects are properly described as per the use of descriptive adjectives 2.2. People are efficiently described using adjectives of appearance 2.3. A well- structured descriptive paragraph is properly composed based on its format
3. Form new words used at the workplace	3.1. New words are appropriately formed based on affixations 3.2. New words are effectively formed based on compounding

	3.3. New words are correctly formed based on conversion
4. Write essays for professional purposes	4.1. Introductory paragraph is well composed based on its structure
	4.2. Ideas in essay are correctly connected using linking words
	4.3. Body and concluding paragraphs are well written based on their structure
	4.4. Essay is effectively written based on its format

Course content	
Learning outcomes	At the end of the module the learner will be able to:
	<ol style="list-style-type: none"> 1. Talk about daily activities 2. Describe objects, place and people 3. Form new words used at the workplace 4. Write essays for professional purposes
Learning outcome 1: Talk about daily routine activities	Learning hours: 8
Indicative content	
<p>Dialogue on Setting daily activities</p> <ul style="list-style-type: none"> • Discussing ongoing activities and hobbies <ul style="list-style-type: none"> ✓ Present tenses <ul style="list-style-type: none"> ❖ Simple present ❖ Present continuous ❖ Present perfect ❖ Present perfect continuous ✓ Frequency adverbs ✓ Punctuations ✓ Compound sentence ✓ Complex sentence • Planning a day schedule <ul style="list-style-type: none"> ✓ Adverbs of time ✓ Preposition of time ✓ Adverb of sequence • Discussing Hobbies and interests <ul style="list-style-type: none"> ✓ Stative verbs <ul style="list-style-type: none"> ❖ adore ❖ appear ❖ appreciate ❖ believe ❖ disagree ❖ dislike ❖ doubt ❖ feel ❖ hate ❖ like ❖ seem 	

- ❖ love
- ❖ resemble
- ❖ satisfy

- ✓ Language used to discuss hobbies
 - ❖ Gerunds
 - ❖ Question tags
 - ❖ Action verbs
 - ❖ Intonation
- ✓ Active and Passive voice

Resources required for the learning outcome

Equipment	White board, chalkboard, flipchart, pen, pieces of paper.
Materials	Markers, pieces of chalk
Tools	Presentations recording , reference, books, trainee manual, lesson plan, scenarios
Facilitation techniques	Demonstration, individual and group work, role play, group discussion
Formative assessment methods	Oral assessment Written assessment

Learning outcome 2:	Learning hours: 7
Indicative content	
Text about description of objects, place, and people <ul style="list-style-type: none"> • Describing objects using descriptive adjectives <ul style="list-style-type: none"> ✓ Adjectives of Size and shape ✓ Adjective of color ✓ Adjectives of origin ✓ Adjectives of material ✓ Comparative adjectives ✓ Position of descriptive adjectives ✓ Order of descriptive adjectives • Describing people' appearance using adjective of appearance <ul style="list-style-type: none"> ✓ Positive ✓ Neutral and Negative ✓ Adjective of quality ✓ Formation of adjectives ✓ Articulation of English silent letters 	

- **Writing a well-structured descriptive paragraph**
 - ✓ Topic sentence
 - ✓ Relevant supporting sentences
 - ✓ Closing or transition sentence

Resources required for the indicative content

Equipment	White board, chalkboard, flipchart, pen, pieces of paper.
Materials	Markers, pieces of chalk
Tools	Recording, reference ,books, trainee manual, lesson plan, radio
Facilitation techniques	Demonstration, individual and group work, practical exercise, group discussion
Formative assessment methods	Written assessment , oral assessment

Learning outcome 3: Form new words used at the workplace	Learning hours: 7
Indicative content	
Text about words formation <ul style="list-style-type: none"> • Forming new words using affixations <ul style="list-style-type: none"> ✓ Prefixes ✓ Suffixes ✓ Infixes ✓ Articulation of Single vowel sounds • Forming new words by compounding <ul style="list-style-type: none"> ✓ Native ✓ Borrowed ✓ Articulation of Diphthongs • Forming new words by conversion <ul style="list-style-type: none"> ✓ Verbs as nouns ✓ Verbs as adjectives ✓ phrasal verbs as nouns ✓ words stress 	
Resources required for the indicative content	
Equipment	White board, chalkboard, flipchart, pen, pieces of paper.

Materials	Markers, pieces of chalk
Tools	Recording, reference ,books, trainee manual, lesson plan, radio
Facilitation techniques	Demonstration, individual and group work, practical exercise individualized ,group discussion and role playing
Formative assessment methods	Written assessment, oral assessment

Learning outcome 4: Write essays for professional purpose	Learning hours: 8
Indicative content	
<ul style="list-style-type: none"> • Writing a well-structured introductory paragraph <ul style="list-style-type: none"> ✓ Purpose ✓ Thesis statement • Connecting ideas with linking words <ul style="list-style-type: none"> ✓ Subordinators ✓ Words used to start introduction ✓ Words used to connect new idea ✓ Words used to conclude • Writing a well structured body and concluding <ul style="list-style-type: none"> ✓ Topic sentence ✓ Supporting sentences ✓ Concluding sentence • Writing a well structure essay <ul style="list-style-type: none"> ✓ Introductory paragraph ✓ Body paragraph ✓ Concluding paragraph 	
Resources required for the indicative content	
Equipment	White board, chalkboard, radio, computer laptop
Materials	Markers, pieces of chalk, flipchart, pen, pieces of paper.
Tools	Reference books, trainee manual
Facilitation techniques	Demonstration, individual and group work, practical exercise ,group discussion
Formative assessment methods	Written assessment

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