



Republic of Rwanda  
Ministry of Education



RTB | RWANDA  
TVET BOARD

ENGLISH

CCMEN 402

Use intermediate English at the workplace

## Competence

RQF Level: 4

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All TVET Certificate IV

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1200

<b>Purpose statement</b>	<p>This module describes the skills, knowledge and attitudes to be acquired by level four learner which help him/her to use intermediate English at his/her workplace. Learner will be able to write factual, descriptive and explanatory correspondence text and apply a range of listening strategies and activities to understand predictable messages. Learner will also be able to discuss, support, or refute ideas on general and trade-related topics and then read medium texts on general and trade-related topics.</p>					
<b>Delivery modality</b>	<b>Training delivery</b>		<b>100%</b>	<b>Assessment</b>		
	Theoretical content		30%	Formative assessment	30%	
	Practical work:		70%		100%	
	• Group work and presentation	40%				
	• Individual Work and presentation	30%				
			Summative Assessment		N/A	

### Elements of Competency and Performance Criteria

<b>Elements of competency</b>	<b>Performance criteria</b>
1. Write factual, descriptive and explanatory correspondence text.	<p>1.1. Reporting facts is effectively done based on proper terminologies.</p> <p>1.2. Describing, explaining, and stating facts are correctly produced based on tenses.</p> <p>1.3. Factual, descriptions and explanations are clearly distinguished in accordance with correspondence texts.</p> <p>1.4. Description, facts, and explanation are appropriately written through a well-structured small-scale report.</p>

	1.5. Description, factual, and explanation are appropriately stated based on reported speech.
<b>2. Apply a range of listening strategies and activities to understand predictable messages</b>	<p>2.1. Capturing the message is effectively acquired according to listening strategies.</p> <p>2.2. Message is properly captured according to the listening purpose.</p> <p>2.3. Message implied by the speaker is adequately detected in accordance with non-verbal clues.</p>
<b>3. Discuss, support or refute ideas on general and trade-related topics</b>	<p>3.1. Discussion on selected topics of interest is properly occurred based on personal ideas and opinions.</p> <p>3.2. Discussion is properly criticized based on convincing arguments to support or refute an opinion</p> <p>3.3. Speech is properly delivered based on oral skills.</p>
<b>4. Read medium texts on general and trade-related topics</b>	<p>4.1. Reading is effectively explained based on reading techniques.</p> <p>4.2. Reading texts is properly done according to different reading techniques.</p> <p>4.3. Ability to interpret medium length texts is properly demonstrated based on articulatory phonetics</p>

## Course content

Learning outcomes	At the end of the module the learner will be able to:
	<ol style="list-style-type: none"><li>1. Write factual, descriptive, and explanatory correspondence text.</li><li>2. Apply a range of listening strategies and activities to understand predictable messages</li><li>3. Discussion, supporting or refute ideas on general and trade-related topics</li><li>4. Read medium texts on general and trade-related topics</li></ol>

Learning outcome 1: Write factual, descriptive, and explanatory correspondence text.	Learning hours: 9
Indicative content	
<ul style="list-style-type: none"><li>• Using different terminologies to report facts<ul style="list-style-type: none"><li>✓ Expressions used to outline facts :<ul style="list-style-type: none"><li>⊕ The fact is that...</li><li>⊕ The (main) point is that ...</li><li>⊕ This proves that ...</li><li>⊕ What it comes down to is that ...</li><li>⊕ It is obvious that ...</li><li>⊕ It is certain that ...</li><li>⊕ One can say that ...</li><li>⊕ It is clear that...</li><li>⊕ There is no doubt that</li></ul></li><li>✓ Comparing and reporting facts:<ul style="list-style-type: none"><li>⊕ Comparatives and superlatives</li><li>⊕ Quantifiers and modifiers</li></ul></li></ul></li></ul>	

- **Using tenses to describe, explain and state facts**
  - ✓ Present tenses
  - ✓ Past tenses
  - ✓ Future tenses
- **Writing the correspondence text**
  - ✓ Business letters:
    - ⊕ Cover letter
    - ⊕ Letter of recommendation
    - ⊕ Letter of resignation
    - ⊕ Thank you letter
    - ⊕ Apology letter
    - ⊕ Complaint letter
    - ⊕ Inquiry letter
  - ✓ Email:
    - ⊕ Parts of an email
    - ⊕ Strategies of writing a good email
- **Writing a Small-scaling report on trade- related issues**
  - ✓ Types of report used in the workplace:
    - ⊕ Field visit report
    - ⊕ industrial attachment report
    - ⊕ Formal and Informal report
    - ⊕ Short and long reports
    - ⊕ Analytical reports
    - ⊕ Proposal reports
    - ⊕ Vertical or lateral reports
    - ⊕ Internal or external reports
    - ⊕ Periodic reports
    - ⊕ Functional reports

✓ **Structure of a report:**

- Layout
- Introduction
- Body
- Conclusion

• **Reporting facts using reported speech**

- ✓ Direct speech
- ✓ Indirect speech

**Resources required for the learning outcome**

Equipment	<ul style="list-style-type: none"><li>▪ White board</li><li>▪ Chalkboard</li></ul>
Materials	<ul style="list-style-type: none"><li>▪ Markers</li><li>▪ Pieces of chalk</li><li>▪ Flipchart</li><li>▪ Pen</li><li>▪ Pieces of paper</li></ul>
Tools	<ul style="list-style-type: none"><li>▪ Reference books</li><li>▪ Trainee manual</li></ul>
Facilitation techniques	<ul style="list-style-type: none"><li>▪ Demonstration</li><li>▪ Individual And Group Work</li><li>▪ Practical Exercise</li><li>▪ Group Discussion</li></ul>
Formative assessment methods	<ul style="list-style-type: none"><li>▪ Written assessments</li></ul>

<p><b>Learning outcome 2: Apply a range of listening strategies and activities to understand predictable messages</b></p>	<p><b>Learning hours: 7</b></p>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>● <b>Introduction to listening</b> <ul style="list-style-type: none"> <li>✓ Definition of listening</li> <li>✓ Listening vs hearing</li> <li>✓ Types of listening <ul style="list-style-type: none"> <li>✚ Active listening</li> <li>✚ Selective listening</li> <li>✚ Reflective listening</li> <li>✚ Comprehensive listening</li> <li>✚ Biased listening</li> <li>✚ Discriminative listening</li> </ul> </li> </ul> </li> <li>● <b>Effective listening skills</b> <ul style="list-style-type: none"> <li>✓ Tips</li> <li>✓ Strategies</li> <li>✓ Listening activities</li> <li>✓ Message detection <ul style="list-style-type: none"> <li>✚ Types of non-verbal communication</li> </ul> </li> </ul> </li> </ul>	
<b>Resources required for the indicative content</b>	
<p><b>Equipment</b></p>	<ul style="list-style-type: none"> <li>▪ White board</li> <li>▪ Chalkboard</li> <li>▪ Radio</li> <li>▪ Projector</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>▪ Markers</li> <li>▪ Pieces Of Chalk</li> <li>▪ Flipchart</li> <li>▪ Pen</li> <li>▪ Pieces Of Paper</li> </ul>

<b>Tools</b>	<ul style="list-style-type: none"> <li>▪ Reference books</li> <li>▪ Trainee Manual</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>▪ Demonstration and simulation</li> <li>▪ Individual And Group Work</li> <li>▪ Practical Exercise</li> <li>▪ Individualized</li> <li>▪ Trainer Guided</li> <li>▪ Group Discussion</li> </ul>
<b>Formative assessment methods</b>	<ul style="list-style-type: none"> <li>▪ Written assessment</li> <li>▪ Oral Assessment</li> <li>▪ Performance Assessment</li> </ul>

<b>Learning outcome 3: Discuss, support or refute ideas on general and trade-related topics</b>	<b>Learning hours: 7</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>● <b>Presenting personal ideas and opinions</b> <ul style="list-style-type: none"> <li>✓ Expressions for agreeing to an opinion:           <ul style="list-style-type: none"> <li>✚ Expressions for full agreement to an opinion</li> <li>✚ Expressions for partial agreement to an opinion</li> </ul> </li> <li>✓ Expression for disagreeing to an opinion:           <ul style="list-style-type: none"> <li>✚ Form of disagreement</li> <li>✚ When to disagree</li> <li>✚ Disagreeing politely</li> </ul> </li> </ul> </li> <li>● <b>Building convincing arguments to support or refute an opinion</b> <ul style="list-style-type: none"> <li>✓ Definition of argument</li> <li>✓ Elements of argument           <ul style="list-style-type: none"> <li>✚ Claims</li> <li>✚ Counterclaims</li> </ul> </li> </ul> </li> </ul>	

- Reasons
- Evidence
- ✓ Types of arguments:
  - Deductive argument
  - Inductive argument
  - Abductive argument
- ✓ Tips to develop oral skills
  - Listening
  - Imitation
  - Comparing
  - Sharing personal experiences
  - Practice
  - Dialogues
  - Conversation
  - Information-gap activities
  - Role Play

#### Resources required for the indicative content

<b>Equipment</b>	<ul style="list-style-type: none"> <li>■ White board</li> <li>■ chalkboard</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>■ Markers</li> <li>■ Piece Of Chalks</li> <li>■ Flipchart</li> <li>■ Pen</li> <li>■ Pieces Of Paper</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>■ Recording</li> <li>■ Reference</li> <li>■ Books</li> <li>■ Trainee Manual</li> <li>■ Lesson Plan</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Radio</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>▪ Demonstration</li> <li>▪ Individual And Group Work</li> <li>▪ Practical Exercise</li> <li>▪ Trainer Guided</li> <li>▪ Group Discussion</li> </ul>
<b>Formative assessment methods</b>	<ul style="list-style-type: none"> <li>▪ Written assessment</li> <li>▪ Oral assessment</li> </ul>

<b>Learning outcome 4: Read medium texts on general and trade-related topics</b>	<b>Learning hours: 7</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>● <b>Explanation of different reading techniques</b> <ul style="list-style-type: none"> <li>✓ Skimming</li> <li>✓ Scanning</li> <li>✓ Intensive reading</li> <li>✓ Extensive reading</li> </ul> </li> <li>● <b>Applying reading techniques</b> <ul style="list-style-type: none"> <li>✓ Importance of reading</li> <li>✓ Categories of reading <ul style="list-style-type: none"> <li>⊕ A bottom-up</li> <li>⊕ A top-down</li> </ul> </li> </ul> </li> <li>● <b>Applying articulatory phonetics.</b> <ul style="list-style-type: none"> <li>✓ phonetics symbols</li> <li>✓ consonants</li> <li>✓ vowels</li> <li>✓ syllables</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>✓ phonemes</li> <li>✓ allophones</li> </ul>	
<b>Resources required for the indicative content</b>	
<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ White board</li> <li>▪ Chalkboard</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>▪ Markers</li> <li>▪ Pieces of Chalk</li> <li>▪ Flipchart</li> <li>▪ Pen</li> <li>▪ Pieces of Paper</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>▪ Recording</li> <li>▪ Reference</li> <li>▪ Books</li> <li>▪ Trainee Manual</li> <li>▪ Lesson Plan</li> <li>▪ Radio</li> </ul>
<b>Facilitation techniques</b>	<ul style="list-style-type: none"> <li>▪ Demonstration</li> <li>▪ Individual and Group Work</li> <li>▪ Practical Exercise</li> <li>▪ Trainer Guided</li> <li>▪ Group Discussion</li> </ul>
<b>Formative assessment methods</b>	<ul style="list-style-type: none"> <li>▪ Written Assessment</li> <li>▪ Oral Assessment.</li> </ul>

## References:

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