



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**



**30**

**Credits:** 3

**Sector:** All

**Trade:** All

**Module Type:** Complementary

**Curriculum:** All TVET Certificate IV

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**Issue Date:** May 2023

<b>Purpose statement</b>	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.					
<b>Delivery modality</b>	<b>Training delivery</b>		<b>100%</b>	<b>Assessment</b>		<b>Total 100%</b>
	Theoretical content		30%	Formative assessment	30%	100%
	Practical work:		70%		70%	
	• Group work and presentation	40%				
	• Individual Work and presentation	30%				
			Summative Assessment		N/A	

### Elements of Competency and Performance Criteria




















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

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

## Course content

<b>Learning outcomes</b>	<b>At the end of the module the learner will be able to:</b> <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>
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<b>Learning outcome 1: Write factual, descriptive, and explanatory correspondence text.</b>	<b>Learning hours: 9</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"><li>• <b>Using different terminologies to report facts</b><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**

<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>▪ Reference books</li><li>▪ Trainee manual</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>▪ Group Discussion</li></ul>
<b>Formative assessment methods</b>	<ul style="list-style-type: none"><li>▪ Written assessments</li></ul>

Learning outcome 2: Apply a range of listening strategies and activities to understand predictable messages		Learning hours: 7
Indicative content		
<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</li> <li>✚ Types of non-verbal communication</li> </ul> </li> </ul>		
Resources required for the indicative content		
<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ White board</li> <li>▪ Chalkboard</li> <li>▪ Radio</li> <li>▪ Projector</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>▪ 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>	

✓ phonemes ✓ allophones	
<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>

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