Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

ENGLISH

CCMEN302

Use pre- intermediate English at the workplace

Competence

RQF Level: 3

Learning Hours 30

Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: **All TVET Certificate 3**

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Issue Date: May 2023

<table>
<tr><td>Purpose statement</td><td colspan="6">This complementary module describes the skills, knowledge and attitudes to be acquired by level three learner according to RQF in order to communicate simply using English in familiar situations. The learner will be able to narrate about familiar and social events and write short compositions on familiar topics. Learner also will be able to read and interpret messages from simple texts and then react to common trade-related oral English.</td></tr>
<tr><td rowspan="6">`Delivery modality</td><td colspan="2">Training delivery</td><td>100%</td><td colspan="2">Assessment</td><td>Total 100%</td></tr>
<tr><td colspan="2">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">100%</td></tr>
<tr><td colspan="2">Practical work:</td><td rowspan="3">70%</td><td rowspan="3">70%</td></tr>
<tr><td>• Group work and presentation</td><td>40%</td></tr>
<tr><td>• Individual Work and presentation</td><td>30%</td></tr>
<tr><td colspan="3"></td><td colspan="2">Summative Assessment</td><td>N/A</td></tr>
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Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. **Narrate about familiar and social events**	1.1. Social events are effectively described using descriptive words.
	1.2. Social events attended are appropriately explained using WH- Questions.
	1.3. Professional experiences and ambitions are properly summarized through debates and dialogues.
2. Write short compositions on familiar topics	2.1. Paragraph is correctly organised using building blocks of sentences.
	2.2. Paragraph is effectively written using punctuation marks.
	2.3. Paragraph is correctly developed based on its types.
3. Read and interpreting messages from simple texts	3.1. Specific information from the text read is precisely discovered based on types of reading.
	3.2. The text is effectively comprehended based on the identification of the most important ideas in the text.
	3.3. Lessons conveyed by the texts are effectively identified based on text purpose.

4. React to common trade-related oral English	4.1. Types and components of speech are effectively described based on the speech purpose.
	4.2 Expressions on the recording listened to are properly expressed with own opinions/views.
	4.3. Ideas and opinions raised in simple trade-related recording/ speeches are defended based on critical discussion.
	4.4. Specific questions on a trade-related audio material are precisely answered using active listening.

Course content

Learning outcomes	At the end of the module the learner will be able to: 1. Narrate about familiar events and activities. 2. Write short compositions on familiar topics. 3. Read and interpret messages from simple texts. and social letter. 4. React to common trade-related oral English.
1. Learning outcome 1: Narrate about familiar events and activities	**Learning hours: 7**

Indicative content

- **Narration of familiar events using descriptive words**
  - ✓ Adjectives
  - ✓ Adverbs
  - ✓ Articles

- **Explanation of social activities using:**
  - ✓ **WH- Questions.**
    - Who
    - When
    - Where
    - What
    - How
    - Why
  - ✓ **Conjunctions**
    - Types of conjunctions
    - Expressing of conjunctions

- **Discussion about professional experiences and ambition**
  - ✓Dialogues
    - Elements
    - Rules
  - ✓Debates
    - Structure
    - Steps

Resources required for the learning outcome	
Equipment	White board, chalkboard, radio, projector, computer laptop
Materials	Markers, pieces of chalk, markers, flipcharts, 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 , Oral assessment

Learning outcome 2: Write short compositions on familiar topics	**Learning hours: 8**

Indicative content

- **The use of building blocks of sentences/ paragraph**
  - ✓ Types of sentence structure:
    - simple sentence
    - compound sentence
    - complex sentence
    - compound-complex sentence
  - ✓ The building blocks of a simple sentence /clause
    - Subject
    - Predicate
  - ✓ Complement/ Predicative noun/adjective
  - ✓ Adverbial/prepositional phrases
  - ✓ The building blocks of paragraph(Parts)
    - Topic sentence
    - Supporting sentences
    - Concluding sentence

- **The use of Punctuation marks**

  ✓ Identify punctuations in sentences/ paragraph
  ✓ Use different punctuation marks in sentences, paragraphs and texts

- **Developing paragraph:**

  ✓ **Types of paragraph**
    - A descriptive paragraph
    - A narrative paragraph
    - An explanatory paragraph
    - A persuasive paragraph

  ✓ **Writing a well-structured paragraph**

Resources required for the indicative content	
Equipment	White board, chalkboard, radio, projector, computer laptop
Materials	Markers, pieces of chalk, markers, flipcharts, pen, pieces of paper
Tools	Reference books, trainee manual
Facilitation techniques	Demonstration, individual and group work, practical exercise, trainer guided , group discussion
Formative assessment methods	Written assessment

Learning outcome 3: Read and interpreting messages from simple texts and social letter	**Learning hours: 7**

Indicative content

- **Getting specific information from the text.**
  - ✓ Types of reading
    - Skimming
    - Scanning
    - Intensive
    - Extensive
- **Depicting most important ideas in the text**
  - ✓ Main ideas
  - ✓ Supporting ideas
  - ✓ Detailed information
  - ✓ Examples/ illustrations of ideas
- **Identification of the lessons conveyed by the text**
  - ✓ Text purpose
    - Advising
    - Warning
    - Instructing
    - Informing

Resources required for the indicative content

Equipment	White board, chalkboard, radio and projector
Materials	Markers, pieces of chalk
Tools	Recordings, books, trainee manual
Facilitation techniques	Demonstration, individual and group work, practical exercise and group discussion
Formative assessment methods	Written assessment, oral presentation

Learning outcome 4: React to common trade-related oral English.	Learning hours: 8

Indicative content

- **Description of speech**

  - ✓ Definition of speech
  - ✓ Kinds of speech according to the purpose

    - Informative Speech that
    - Persuasive Speech
    - Entertains Speech
    - Entertaining speech
    - Motivational speech
    - Impromptu speech
    - Oratorical speech

  - ✓ Effective speaking skills
    - Definition of effective speaking
    - Effective speaking strategies

  - ✓ Components of speech

    - Introduction
    - The main point or body
    - The conclusion
    - Transitions

  - ✓ Use of active listening to separate components of a speech

    - Reporting of the main points of the speech/recording
    - Keep an open mind

  - ✓ Ways of reporting a speech

    - To use exact words of the speaker
    - To paraphrase what the speaker said
    - To summarize the speech

- **Expressing own opinions / view**

  - ✓ Expression to be used for one's own views
    - In my view…..
    - In my opionion…..
    - Personally….
    - To be host…..
    - To tell the truth….
    - According to….
    - As far as I am concerned/ is concerned….

- From my point of view…..
- I agree/ disagree…
- I think that …..
- I would like to….

- **Critical discussion of ideas and opinions**

  ✓ Sides/Positions of the discussions
  - Supporting an idea
  - Refuting/ rebutting an idea

  ✓ Using linkers/ connectors to defend one's side
  - First of all
  - Last but not least
  - On one hand
  - On the other hand
  - While, whereas
  - For instance
  - On the contrary
  - As a result
  - In addition to…

- **Answering to specific questions related to an audio material**

  ✓ Use of active listening to understand an audio
  - The main points
  - Supporting details/ commentary
  - Reporting the main points of the audio

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, projector
Facilitation techniques	Demonstration, individual and group work, practical exercise, group discussion
Formative assessment methods	Written assessment, oral asssement

References:

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2. Buckley, J. The Canadian Student's Guide to Essay Writing. (6th ed.) Toronto, 2004

3. Judith Humphrey, "Writing Professional Speeches," Vital Speeches of the Day, vol. 54, Mar. 15, 1988, p. 343

4. Prof. Rosella Torrecampo Resource Person, "Basic Online Writing Training" iSchools Project Visayas State University, Babay, Leyte

5. Weissberg, Robert C. "Given and New : Paragraph Development Models from Scientific English." TESOL Quarterly 18 (September 1984): 485-500.