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Curriculum Development in Vocational Education and Training Schools

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Annex 13

**Delivery of Foreign Language in Occupation
Packages of the Learning Materials for:
Laboratory Technician-Pastry Chef
Grade: 9, 10, 11**

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Exit level of the whole period of Foreign Language education 9th – 12th grade

<p>Target group and position</p>	<p>Students in vocational schools trained to acquire qualification “Laboratory Technician-Pastry Chef” in 9th, 10th, 11th and 12th grade who need to communicate in English to native speakers and non-native speakers in English; students who will need English as part of their job to communicate on a frequent or occasional basis to foreigners at their work place using digital means of communication or related to digital means of communication. They do not usually need a foreign language in demanding interactive situations.</p>
<p>Entry level and Exit level</p>	<p>Listening A1 – A2</p> <p>Reading A1 - A2</p> <p>Spoken interaction A1 - A2</p> <p>Spoken production A1- A2</p> <p>Writing A1 - A2</p> <p>The levels are described according to the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR). CEFR was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.</p>

Entry and Exit Level

According to the European Framework of reference

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

	Entry level
	Exit level

Description of language skills Exit level

Level of language skills	General language skills	Professional language skills
Understanding Listening A2	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).	<ul style="list-style-type: none"> ➤ Can follow everyday conversations if speech is carefully articulated though words and expressions may need to be repeated. ➤ Can understand information about everyday events if speech is clear and pronunciation – standard. ➤ Can understand the main points in a well-structured, factual presentation in my area of work or interest. ➤ Can understand the main points in TV and radio broadcasts, advertisements, commercials, presentations and promotions if speech is clear, comparatively slow and topic is familiar. ➤ Can understand the main aspects of longer talks/meetings referring to routine work-related matters when standard language is used.
Reading A2	Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	<ul style="list-style-type: none"> ➤ Can understand short, simple texts composed of the most common words and expressions including international words. ➤ Can understand short, simple job-related texts and letters/orders. ➤ Can understand standard routine correspondence (letters, faxes, e-mails), e.g. concerning simple arrangements ➤ Can identify familiar and predictable information in advertisements, leaflets and timetables. ➤ Can understand simple operating instructions, e.g. in lifts, on public telephones, cash machines, etc. ➤ Can scan simple written materials such as brochures and short newspaper articles and extract factual information I need ➤ Can read and extract the necessary information related to my work tasks.

<p>Spoken interaction A2</p>	<p>can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<ul style="list-style-type: none"> ➤ Can handle most situations likely to arise in business and on travelling to a country where the language is spoken. ➤ Can handle a conversation as long as it concerns routine activities within a familiar and/or predictable context. ➤ Can hold a spontaneous conversation on familiar topics of personal and professional interest. ➤ Can give or seek personal views and opinions on familiar topics in an informal discussion with friends/colleagues, agreeing and disagreeing politely.
<p>Spoken production A2</p>	<p>Can connect phrases in a simple way in order to describe experiences, events, hopes and ambitions related mostly to my professional life. Can briefly give reasons and explanations for opinions and plans related to familiar professional, everyday and social issues.</p>	<ul style="list-style-type: none"> ➤ Can give comparatively detailed accounts of experiences, events, work processes etc. ➤ Can give routine information about own area of work/department/company/product. ➤ Can give a brief summary of a story, e.g. the plot of a book or film and make comments on it. ➤ Can give reasons for my plans, opinions, decisions and actions.
<p>Writing A2</p>	<p>Can write short, simple notes and messages, relating to matters in areas of immediate need. Can write a very simple personal letter, for example thanking someone for something.</p>	<ul style="list-style-type: none"> ➤ Can write short letters, fax messages, e-mail messages, memos following a sample ➤ Can write SMSs using standard abbreviations. ➤ Can take notes related to matters of immediate interest in work ➤ Can fill in forms or questionnaires briefly describing personal and job-related information. ➤ Can produce short messages, faxes or e-mails with simple variations on memorised language. ➤ Can give directions how to get to a meeting, place or company in a written form. ➤ Can give short accounts of past or present events and activities, or of future plans. ➤ Can briefly describe something or somebody.

GRADE 9

Description of module content and learning objectives

<p>Module objectives</p> <p>9th grade</p> <p>Module 1</p> <p>Focus on vocabulary</p> <p>Use of terminology in the foreign language</p>	<p>The module is skill-oriented and emphasizes on developing and consolidating practical skills in a variety of relevant work-related contexts. It focuses both on fluency in language use as well as on accuracy.</p> <p>Students learn and practice how to:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> • use isolated words/signs and basic expressions in order to give simple information about themselves. • use a very basic range of simple expressions about personal details and needs of a concrete type. • use some basic structures in one-clause sentences with some omission or reduction of elements. <p>Vocabulary range</p> <ul style="list-style-type: none"> • effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations. <p>Grammatical accuracy</p> <ul style="list-style-type: none"> • employ very simple principles of word/sign order in short statements. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
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<p>Module 2</p> <p>Professional communication in the foreign language</p>	<p>Vocabulary control</p> <ul style="list-style-type: none"> • control a narrow repertoire dealing with concrete, everyday needs. • pronounce a very limited repertoire of learnt words and phrases which can be understood with some effort by interlocutors used to dealing with speakers of the language group. • reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases. • reproduce sounds in the target language if carefully guided. • articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds). <ul style="list-style-type: none"> • use the rhythm and intonation of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm and/or intonation from the other language(s) they speak; their interlocutor needs to be collaborative. <p>Students learn and practice how to Interact with colleagues or customers generally and more specifically for the level how to:</p> <p>Verbally</p> <ul style="list-style-type: none"> • establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. However, repair of communication is often required • adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual. • communicate basic information about personal details and needs of a concrete type in a simple way. • communicate very basic information about personal details in a simple way, while pausing is expected and usual to search for expressions • manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.
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In Writing

- write short messages, e-mail messages using a template.
- write SMSs using standard abbreviations.
- can fill in forms with personal details (job, age, address, etc).
- can write simple isolated phrases and sentences, which I have memorized or copied.
- can write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things.

Description of language skills

Level of language skills	General language skills	Professional language skills	Examples Teaching and learning resources developing these occupational skills
<p>Listening A1</p>	<p>can recognise familiar terminology for the occupation and very basic phrases concerning immediate concrete surroundings when people speak/sign slowly and clearly.</p> <p>Can understand phrases and the highest frequency vocabulary related to areas of most immediate professional relevance (e.g. very basic information, shopping, local area, employment, prices, etc.).</p>	<ul style="list-style-type: none"> ➤ Can understand figures, prices and times given slowly and clearly in an announcement by other people in work environment or in a shop. ➤ Can recognise relevant terminology, words and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly ➤ Can understand instructions addressed carefully and slowly to them and follow short, simple directions (adding, subtracting, multiplying, dividing) ➤ Can understand in outline very simple information being explained in a predictable situation like a guided tour or process of calculation, provided the delivery is very slow and clear and that there are long pauses from time to time. ➤ can understand phrases and expressions related to the most immediate priority in the work environment provided speech is clearly and slowly articulated ➤ Can understand simple technical information, such as operating instructions for everyday equipment ➤ Can extract the essential information from short, recorded passages dealing with predictable everyday work matters ➤ 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercise 5, 6 and 7 from Unit 1 The Kitchen, p. 4-5 Book 1 Exercise 5, 6 and 7 from Unit 2 People in the Kitchen, p. 6-7 Book 1 Exercise 5, 6 and 7 from Unit 3 People in a Restaurant, p. 8-9 Book 1 Exercise 5, 6 and 7 from Unit 4 Tools 1, p. 10-11 Book 1 Exercise 5, 6 and 7 from Unit 5 Tools 2, p. 12-13 Book 1 Exercise 5, 6 and 7 from Unit 6 Tools 3, p. 14-15 Book 1 Exercise 5, 6 and 7 from Unit 7 Appliances, p. 16-17 Book 1 Exercise 5, 6 and 7 from Unit 14 Kitchen Safety, p. 30-31 Book 1 Exercise 5, 6 and 7 from Unit 15 Nutrition, p. 32-33</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 12 Sanitization and Hygiene, p. 26-27</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 3 Exercise 5, 6 and 7 from Unit 13 Kitchen Safety and Sanitation, p. 28-29</p> <p>From Art & Design, Express Publishing, 2022 Book 1 Exercise 5, 6 and 7 from Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Exercise 5, 6 and 7 from Unit 2 Describing Light1, p. 6 – 7 Book 1 Exercise 5, 6 and 7 from Unit 3 Describing Color1, p. 8 – 9</p>

			Book 1 Exercise 5, 6 and 7 from Unit 4 Describing Placement1, p. 10 - 11
Reading A1 towards A1+	<p>can understand familiar names, words/ signs and very simple sentences, for example on notices and posters or in catalogues.</p> <p>can find specific, predictable information in simple everyday material, such as advertisements, prospectuses, menus and timetables, and I can understand</p>	<ul style="list-style-type: none"> ➤ Can understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location. ➤ Can recognise times and places in very simple notes and text messages from friends or colleagues (e.g. “Back at 4 o’clock” or “In the meeting room”), provided there are no abbreviations. ➤ Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet). ➤ Can understand simple everyday signs such as “Parking”, “Station”, “Dining room”, “No smoking”, etc. ➤ Can understand very short, simple, instructions used in familiar everyday contexts (e.g. “No parking”, “No food or drink”), especially if there are illustrations. ➤ Can find information about places, times and prices on posters, flyers and notices. ➤ Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times). ➤ Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts). ➤ Can understand basic work information (e.g. times when work starts, breaks are scheduled, meals are served). 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercise 2, 3 and 4 from Unit 1 The Kitchen, p. 4-5 Book 1 Exercise 2, 3 and 4 from Unit 2 People in the Kitchen, p. 6-7 Book 1 Exercise 2, 3 and 4 from Unit 3 People in a Restaurant, p. 8-9 Book 1 Exercise 2, 3 and 4 from Unit 4 Tools 1, p. 10-11 Book 1 Exercise 2, 3 and 4 from Unit 5 Tools 2, p. 12-13 Book 1 Exercise 2, 3 and 4 from Unit 6 Tools 3, p. 14-15 Book 1 Exercise 2, 3 and 4 from Unit 7 Appliances, p. 16-17 Book 1 Exercise 2, 3 and 4 from Unit 14 Kitchen Safety, p. 30-31 Book 1 Exercise 2, 3 and 4 from Unit 15 Nutrition, p. 32-33</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 12 Sanitization and Hygiene, p. 26-27</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 3 Exercise 2, 3 and 4 from Unit 13 Kitchen Safety and Sanitation, p. 28-29</p> <p>From Art & Design, Express Publishing, 2022 Book 1 Exercise 2, 3 and 4 from Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Exercise 2, 3 and 4 from Unit 2 Describing Light1, p. 6 – 7 Book 1 Exercise 2, 3 and 4 from Unit 3 Describing Color1, p. 8 – 9 Book 1 Exercise 2, 3 and 4 from Unit 4 Describing Placement1, p. 10 – 11</p>
Spoken interaction	can interact in a simple way provided the other	<ul style="list-style-type: none"> ➤ Can understand and use basic, formulaic expressions such as “Yes”, “No”, “Excuse me”, “Please”, “Thank you”, “No thank you”, “Sorry”. 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercise 1, 7 and 8 from Unit 1 The Kitchen, p. 4-5 Book 1 Exercise 1, 7 and 8 from Unit 2 People in the Kitchen, p.</p>

<p>A1 towards A1+</p>	<p>person is prepared to repeat or rephrase things at a slower rate and help me formulate what I am trying to express.</p>	<ul style="list-style-type: none"> ➤ Can recognise simple greetings. ➤ Can greet people, state their name and take leave in a simple way. ➤ Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary. ➤ Can make an introduction and use basic greeting and leave-taking expressions. ➤ Can ask how people are and react to news. ➤ Can ask people for things and give people things. ➤ Can handle numbers, quantities, cost and time. 	<p>6-7</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 3 People in a Restaurant, p. 8-9</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 4 Tools 1, p. 10-11</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 5 Tools 2, p. 12-13</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 6 Tools 3, p. 14-15</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 7 Appliances, p. 16-17</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 14 Kitchen Safety, p. 30-31</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 15 Nutrition, p. 32-33</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 12 Sanitization and Hygiene, p. 26-27</p> <p>From Hotels & Catering, Express Publishing, 2022</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 13 Kitchen Safety and Sanitation, p. 28-29</p> <p>From Art & Design, Express Publishing, 2022</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 1 Describing Shapes 1, p. 4 – 5</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 2 Describing Light1, p. 6 – 7</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 3 Describing Color1, p. 8 – 9</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 4 Describing Placement1, p. 10 – 11</p>
<p>Oral production A1</p>	<p>can use simple phrases and sentences to describe where I live and people I know.</p>	<ul style="list-style-type: none"> ➤ Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). ➤ Can produce simple, mainly isolated phrases about people and places. 	<ul style="list-style-type: none"> ▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role <p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> ▪ Distribute role cards – students read their role cards <p>Write a diagram of the role play words/sentences on the board</p>

		<ul style="list-style-type: none"> ➤ Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance. ➤ Can express how they are feeling using simple adjectives like “happy” or “tired”, accompanied by body language. 	
Written production A1	can produce simple isolated phrases and sentences.	<ul style="list-style-type: none"> ➤ Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary. ➤ Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small). 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercise 9 Unit 1 The Kitchen, p. 4-5 Book 1 Exercise 9 Unit 2 People in the Kitchen, p. 6-7 Book 1 Exercise 9 Unit 3 People in a Restaurant, p. 8-9 Book 1 Exercise 9 Unit 4 Tools 1, p. 10-11 Book 1 Exercise 9 Unit 5 Tools 2, p. 12-13 Book 1 Exercise 9 Unit 6 Tools 3, p. 14-15 Book 1 Exercise 9 Unit 7 Appliances, p. 16-17 Book 1 Exercise 9 Unit 14 Kitchen Safety, p. 30-31 Book 1 Exercise 9 Unit 15 Nutrition, p. 32-33</p> <p>Book 3 Exercise 9 Unit 12 Sanitization and Hygiene, p. 26-27</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 3 Exercise 9 Unit 13 Kitchen Safety and Sanitation, p. 28-29</p> <p>From Art & Design, Express Publishing, 2022 Book 1 Exercise 9 Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Exercise 9 Unit 2 Describing Light1, p. 6 – 7 Book 1 Exercise 9 Unit 3 Describing Color1, p. 8 – 9 Book 1 Exercise 9 Unit 4 Describing Placement1, p. 10 – 11</p>

Teaching/learning contents (guide lines) – Grade 9

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
HYGIENE AND SANITATION	From Cooking, Express Publishing, 2022 Book 3 Unit 12 Sanitization and Hygiene, p. 26 – 27 From Hotels & Catering, Express Publishing, 2022 Book 3 Unit 13 Kitchen Safety and Sanitation, p. 28-29	
BASIC DESIGN	From Art & Design, Express Publishing, 2022 Book 1 Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Unit 2 Describing Light1, p. 6 – 7 Book 1 Unit 3 Describing Color1, p. 8 – 9 Book 1 Unit 4 Describing Placement1, p. 10 - 11	
BASIC NUTRITION	From Cooking, Express Publishing, 2022 Book 1 Unit 15 Nutrition, p. 32-33	
PASTRY MAKING TECHNIQUES	From Cooking, Express Publishing, 2022 Book 1 Unit 1 The Kitchen, p. 4-5 Book 1 Unit 2 People in the Kitchen, p. 6-7 Book 1 Unit 3 People in a Restaurant, p. 8-9 Book 1 Unit 4 Tools 1, p. 10-11 Book 1 Unit 5 Tools 2, p. 12-13 Book 1 Unit 6 Tools 3, p. 14-15 Book 1 Unit 7 Appliances, p. 16-17	

	<p>Book 1 Unit 14 Kitchen Safety, p. 30-31</p> <p>Extra Material Worksheet (picture dictionary & exercises):</p> <p>https://en.islcollective.com/english-esl-worksheets/kitchen-utensils/17104#google_vignette</p> <p>https://en.islcollective.com/english-esl-worksheets/general-topic/food/kitchen-utensils/1465</p> <p>https://www.pinterest.co.uk/pin/904027325174290141/</p>	
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Assessment:

- Self-assessment: According to the scale in the self-assessment grid of the Common European Framework (CEF)
- Tutor assessment: Tests, quizzes, case studies, simulations, role plays
- Final assessment: Test, case study

Recommended learning time:

- 60 hours face to face learning
- 60 hours individual learning

Vocabulary focus for reading and listening comprehension

Getting Started provides warm-up questions about the chapter topic. The questions' main purpose is to activate students' prior knowledge about the topic before they read the passage or listen to the audio file. The 'Get Ready!' exercise includes suggestions of questions that can serve this function. The teachers can also ask additional questions related to the school and occupational environment to activate students' prior knowledge.

Target words (terms)

Each unit introducing target words and asks students to assess their knowledge of each word both before and after they work through the chapter. Vocabulary learning is incremental (gradual, step-by step). Revision is required at least 3-4 times during the school year in various contexts. Even if students do not achieve productive mastery of every word by the time the chapter is finished, the process can show partial improvement (for example, from *no knowledge* to *receptive knowledge*). By avoiding a *no knowledge / full mastery dichotomy*, the process can show smaller degrees of learning. We would expect every student to learn enough about the target words to show some improvement, which should maintain and enhance their motivation.

Reading presents a reading passage that has been graded in various levels of difficulty. The embedding of the target vocabulary in these texts ensures that it is not introduced in isolation, but in meaningful contexts. There is also a great deal of target vocabulary in these texts that is not specifically focused on in the chapter, and that provides natural recycling in new contexts of words students have already studied.

In addition, the passages are suitable for a wide range of reading-based tasks that can be constructed by the teacher to ensure mastering of target words. This integration of reading and vocabulary allows the study of lexis in programs that

have a reading focus, and promotes the beneficial concurrent improvement of reading and vocabulary skills. For example, at the end of each passage, there are exercises (Reading Comprehension) that focus on comprehension ranging from literal details, recognition of true/false, matching of terms with definitions and filling gaps with targeted words.

Focusing on Vocabulary means:

- Word Meaning features a variety of exercises designed to help students learn the meaning of each of the twenty-four target words.
- Word Families provides practice in recognizing and using the various derivative word forms that make up a word's family (or words of the same category).
- Collocation exercises are designed to improve students' intuitions about the collocations a word takes (mouse, LED mouse, laser mouse, ball mouse).

Vocabulary Learning Strategies

To learn target words well, students will need to continue meeting and learning these word families outside of this book. This means you will need to use vocabulary strategies to maximize your learning. Below, we describe a number of these vocabulary learning strategies.

USING A DICTIONARY

One of the most important reasons to use a dictionary is to discover a word's meaning. However, many words have more than one meaning, and you must be careful to choose the one that matches the context.

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|--------------|--------------------------|
| 1 __ Mac | 5 __ hardware |
| 2 __ Windows | 6 __ software compatible |
| 3 __ macOS | 7 __ processing speed |
| 4 __ Linux | 8 __ vulnerable |

- A a computing device
- B being able to run different programs
- C an operating system developed by Apple
- D an operating system that uses open source software
- E a measure of how fast a computer operates
- F an operating system developed by Microsoft
- G a computer developed by Apple
- H open to attack

Teachers can design similar tasks using a dictionary or the glossary to the teaching and learning resources as part of this package.

GUESSING FROM CONTEXT

Guessing the meaning of a new word from context is a very good way to supplement the learning of vocabulary from a book like this. You can get clues from the surrounding words and the construction of the sentences.

Teachers can use short texts for guessing from context. The teachers can ask questions such as:

What is the meaning of?

What are the clues that helped you discover this meaning?

How could this help you understand the meaning of?

EXTENSIVE READING

Although students gain a lot of benefits from studying words, they also need to see or hear them in many contexts to understand how to use them appropriately. One of the best ways to gain this wide exposure is to read extensively. The repeated exposure to words in reading will help students remember their spellings and meanings, and will also show the other words they commonly occur with. In other words, by reading widely, you will eventually begin to get a feel for which words collocate with the words you are learning.

USING INTERNET TOOLS

Nowadays, there are many Internet sites that can help your learning. Teachers can use internet sources for allowing for extensive reading and seeing target words in many contexts to understand how to use them appropriately.

Guide to Vocabulary Focus Approach – Grade 9

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 1					
	1	The Kitchen	Reading a kitchen checklist (multiple choice questions)	appliance, cook, countertop, dishwasher, freezer, kitchen, oven, refrigerator, sink, stove	
	2	People in the Kitchen	Reading a webpage for a restaurant (true/false statements)	baker, broiler cook, chef de cuisine, chef, cook's helper, dishwasher, first cook, fry cook, pastry chef, sous-chef, vegetable cook	
	3	People in a Restaurant	Reading a webpage on restaurant jobs (true/false statements)	bartender, bus, busser, cashier, food runner, front-ofhouse, host, manager, seat, server, waitstaff	
	4	Tools 1	Reading a memo on using knives (multiple choice questions)	bench knife, boning knife, butcher knife, cleaver, fork, French knife, knife, paring knife, steel, utensil	

	5	Tools 2	Reading a webpage on kitchen tools (true/false statements)	colander, cutting board, tongs, grater, ladle, measuring cup, measuring spoon, scoop, spatula, spoon, whisk	
	6	Tools 3	Reading a poster on cooking containers (reading for specific information)	bake pan, double boiler, frying pan, pan, pot, sauce pan, sheet pan, skillet, stock pot, strainer	
	7	Appliances	Reading an email on kitchen equipment (true/false statements)	blender, deep fryer, food processor, heat lamp, ice maker, microwave, mixer, pressure cooker, scale, toaster	
	14	Kitchen Safety	Reading a poster on kitchen safety (reading for specific information)	burn, disposal, dull, fire hazard, sharp, slippery, spill, store, strain, trained	
	15	Nutrition	Reading a menu (multiple choice questions)	calorie, carbohydrate, diet, fat, food pyramid, nutrition, portion, protein, sodium, vitamin	
Book 3					
	12	Sanitization and Hygiene	Reading a kitchen poster on sanitization and hygiene (true/false statements)	bleach, build-up, designated, disposable glove, hair net, hygiene, pathogenic, plastic, practice, sanitize, solution, three-compartment sink	

From Hotels & Catering, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 3					
	13	Kitchen safety and sanitation	Reading a poster about restaurant health and safety (true/false statements)	apron, burn, citation, closed-toe shoes, disposable gloves, dispose, drainboard, guidelines, hairnet, harbor germs, health code violation, hygiene, inspection, oven mitts, slip	

From Art & Design, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 1					
	1	Describing Shapes	Reading a memo (multiple choice questions)	angle, circular, curved, diagonal, line, rectangular, shape, square, straight, triangular	
	2	Describing Light	Reading an article (completing a table)	black, bright, contrast, dark, light, opaque, shade, sharp, translucent, value	
	3	Describing Color	Reading a textbook chapter (true/false statements)	color wheel, complementary color, dull, hue, intensity, pigment, primary color, secondary color, shade, spectrum, vibrant	
	4	Describing Placement	Reading an email (completing a table)	above, across from, below, between, close, far, higher, lower, near, next to, parallel	

Resource for distribution of the teaching/learning content – Grade 9

(using the description of the teaching/learning content you can indicate when during the school year you plan to use the relevant units and exercises for developing of language skills; under comments you can indicate whether revision is needed and when)

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 1							
	1	The Kitchen	Reading a kitchen checklist (multiple choice questions)	Listening to a conversation between a restaurant manager and a chief (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant manager and a chief	Filling out an opening shift's kitchen report	
	2	People in the Kitchen	Reading a webpage for a restaurant (true/false statements)	Listening to a conversation between two servers (multiple choice questions); Completing a conversation	Acting out a dialogue between two servers	Filling out a poster in a restaurant kitchen	

	3	People in a Restaurant	Reading a webpage on restaurant jobs (true/false statements)	Listening to a conversation between a restaurant owner and a job applicant (listening for specific information); Completing a conversation	Acting out a dialogue between a restaurant owner and a job applicant	Filling out interview notes of a restaurant owner	
	4	Tools 1	Reading a memo on using knives (multiple choice questions)	Listening to a conversation between two chefs (true/false statements); Completing a conversation	Acting out a dialogue between two chefs	Filling out a chef's note to another chef	
	5	Tools 2	Reading a webpage on kitchen tools (true/false statements)	Listening to a conversation between two cooks (listening for specific information); Completing a conversation	Acting out a dialogue between two cooks	Filling out a cook's email to his/her manager	
	6	Tools 3	Reading a poster on cooking containers (reading for specific information)	Listening to a conversation between a head chef and an assistant chef	Acting out a dialogue between a head chef and an assistant chef	Filling out a cook's reminder sheet	

				(true/false statements); Completing a conversation			
	7	Appliances	Reading an email on kitchen equipment (true/false statements)	Listening to a conversation between a chef and a restaurant manager (multiple choice questions); Completing a conversation	Acting out a dialogue between a chef and a restaurant manager	Filling out a restaurant manager's official equipment report for the owner	
	14	Kitchen Safety	Reading a poster on kitchen safety (reading for specific information)	Listening to a conversation between two cooks (true/false statements); Completing a conversation	Acting out a dialogue between two cooks	Filling out an injury report	
	15	Nutrition	Reading a menu (multiple choice questions)	Listening to a conversation between a restaurant server and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant server and a customer	Filling out a server's order notes	

Book 3							
	12	Sanitization and Hygiene	Reading a kitchen poster on sanitization and hygiene (true/false statements)	Listening to a conversation between a restaurant manager and a health inspector (multiple choice questions); Completing a conversation	Acting out a dialogue between a restaurant manager and a health inspector	Writing a health inspection report	

From Hotels & Catering, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 3							
	13	Kitchen safety and sanitation	Reading a poster about restaurant health and safety (true/false statements)	Listening to a conversation between a health official and a restaurant manager (multiple choice questions); Completing a conversation	Acting out a dialogue between a health department official and a restaurant manager	Writing a leaflet about health and safety	

From Art & Design, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 1							
	1	Describing Shapes	Reading a memo (multiple choice questions)	Listening to a conversation between two designers (true/false statements); Completing a conversation	Acting out a dialogue between two designers	Completing a design feedback form	
	2	Describing Light	Reading an article (completing a table)	Listening to a conversation between a newspaper editor and a photographer (true false statements); Completing a conversation	Acting out a dialogue between a newspaper editor and a photographer	Completing a job progress report	

	3	Describing Color	Reading a textbook chapter (true/false statements)	Listening to a conversation between two designers (multiple choice questions); Completing a conversation	Acting out a dialogue between two designers	Completing a project update sheet	
	4	Describing Placement	Reading an email (completing a table)	Listening to a conversation between two designers (listening for specific information); Completing a conversation	Acting out a dialogue between two designers	Completing an email from one designer to another designer	

GRADE 10

Description of module content and learning objectives

<p>Module objectives</p> <p>10th grade</p> <p>Module 1</p> <p>Focus on vocabulary</p> <p>Use of terminology in the foreign language</p>	<p>The module is skill-oriented and emphasizes on developing and consolidating practical skills in a variety of relevant work-related contexts. It focuses both on fluency in language use as well as on accuracy.</p> <p>Students learn and practice how to:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> • Use some simple structures correctly but still systematically makes basic mistakes • Pronounce words and phrases generally clear enough to be understood but still has a strong influence on stress, rhythm and intonation from the other language spoken • Clearly pronounce familiar words although repetition is needed from time to time • produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors. • Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable • Convey very basic content, though they will generally have to compromise the message and search for words/signs. <p>Vocabulary range</p> <ul style="list-style-type: none"> • effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations. • Use sufficient vocabulary for the expression of basic communicative needs. • Use sufficient vocabulary for coping with simple survival needs.
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<p>Module 2</p> <p>Professional communication in the foreign language</p>	<p>Grammatical accuracy</p> <ul style="list-style-type: none"> • employ very simple principles of word/sign order in short statements. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. • Use some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say. <p>Vocabulary control</p> <ul style="list-style-type: none"> • control a narrow repertoire dealing with concrete, everyday needs and in professional context • Clearly pronounce enough to be understood, but conversational partners will need to ask for repetition from time to time. • Can deal with situations affected by a strong influence by the other language(s) they speak on stress, rhythm and intonation, requiring collaboration from interlocutors. • Demonstrate an intelligible pronunciation when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. • Communicate with the interlocutor when systematic mispronunciation of phonemes might hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation. • use the rhythm and intonation of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak. <p>Students learn and practice how to Interact with colleagues or customers generally and more specifically for the level how to:</p> <p>Verbally</p> <ul style="list-style-type: none"> • Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges • Can handle very short social exchanges, using everyday polite forms of greeting and address • Can expand learnt phrases through simple recombination of their elements • Can ask for attention • adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual.
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- Can expand learnt phrases through simple recombinations of their elements.
- Can use simple techniques to start, maintain or close a short conversation.
- Can give an example of something in a very simple text using “like” or “for example”.
- Can communicate what they want to say in a simple and direct exchange of limited information on familiar
- communicate basic information about basic professional details and needs of a concrete type in a simple way.
- communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions
- manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

In Writing


- write short messages, e-mail messages, memos following a sample
- write SMSs using standard abbreviations and basic repertoire of written words and phrases
- fill in forms with details related to standards work situations
- write simple isolated phrases and sentences, which I have memorized or copied.
- write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things.
- take notes related to matters of immediate interest in work
- write simple isolated phrases and sentences, which he/she have memorized or copied.
- write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things.
- give information about matters of personal and professional relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.
- produce simple isolated phrases and sentences.
- describe in very simple language what a familiar object looks like.


Description of language skills

Level of language skills	General language skills	Professional language skills	Examples Teaching and learning resources developing these occupational skills
<p>Understanding Listening A1+</p>	<p>Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.</p>	<ul style="list-style-type: none"> ➤ can understands phrases and expressions related to the most immediate priority in the work environment provided speech is clearly and slowly articulated ➤ can identify the topic of discussion ➤ can follow speech which is very slow and carefully articulated ➤ can understand instructions addressed carefully and slowly ➤ Can catch the main point in short, clear, simple message and announcements ➤ Can understands simple technical information, such as operating instructions for everyday equipment ➤ Can extracts the essential information from short, recorded passages dealing with predictable everyday work matters ➤ Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. ➤ Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar. ➤ Can understand the outline of simple information given in a predictable situation, such as on a guided tour of work environment (e.g. "This is where the master works"). ➤ Can understand simple directions on how to get from X to Y, by foot or public transport. ➤ Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out. 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercises 5, 6 and 7 from Unit 8 Basic Actions 1, p. 18 – 19 Book 1 Exercises 5, 6 and 7 from Unit 9 Basic Actions 2, p. 20 – 21 Book 1 Exercises 5, 6 and 7 from Unit 11 Measurements 1, p. 24 – 25 Book 1 Exercises 5, 6 and 7 from Unit 12 Measurements 2, p. 26-27 Book 1 Exercises 5, 6 and 7 from Unit 13 Food Safety, p. 28 - 29</p> <p>Book 2 Exercises 5, 6 and 7 from Unit 3 Dairy, p. 8 – 9 Book 2 Exercises 5, 6 and 7 from Unit 9 Pastry, p. 20 – 21 Book 2 Exercises 5, 6 and 7 from Unit 14 Desserts 1, p. 30 – 31 Book 2 Exercises 5, 6 and 7 from Unit 15 Desserts 2, p. 32 – 33</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 2 Exercises 5, 6 and 7 from Unit 14 Food Storage, p. 30-31 Book 2 Exercises 5, 6 and 7 from Unit 15 Ordering Food Supplies, p. 32-33</p>

		<ul style="list-style-type: none"> ➤ Can understand straightforward announcements (e.g. of a cinema programme or sports event, that a train has been delayed), provided the delivery is slow and clear. ➤ Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly. 	
<p>Reading A1 towards A1+</p>	<p>Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.</p>	<ul style="list-style-type: none"> ➤ can read and extract the necessary information related to working environment and the occupation. ➤ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc. ➤ can get a general understanding of an occupation-specific text. ➤ Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase). ➤ Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings. ➤ Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. ➤ Can locate specific information in lists and isolate the information required (e.g. use catalogues to find a service or tradesman). ➤ Can understand texts describing people, places, everyday life and work environment, etc., provided they use simple language. ➤ Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city). ➤ Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail. 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercises 2, 3 and 4 from Unit 8 Basic Actions 1, p. 18 – 19 Book 1 Exercises 2, 3 and 4 from Unit 9 Basic Actions 2, p. 20 – 21 Book 1 Exercises 2, 3 and 4 from Unit 11 Measurements 1, p. 24 – 25 Book 1 Exercises 2, 3 and 4 from Unit 12 Measurements 2, p. 26-27 Book 1 Exercises 2, 3 and 4 from Unit 13 Food Safety, p. 28 - 29</p> <p>Book 2 Exercises 2, 3 and 4 from Unit 3 Dairy, p. 8 – 9 Book 2 Exercises 2, 3 and 4 from Unit 9 Pastry, p. 20 – 21 Book 2 Exercises 2, 3 and 4 from Unit 14 Desserts 1, p. 30 – 31 Book 2 Exercises 2, 3 and 4 from Unit 15 Desserts 2, p. 32 – 33</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 2 Exercises 2, 3 and 4 from Unit 14 Food Storage, p. 30-31 Book 2 Exercises 2, 3 and 4 from Unit 15 Ordering Food Supplies, p. 32-33</p>

		<ul style="list-style-type: none"> ➤ Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text. 	
<p>Spoken interaction A1+</p>	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though cannot usually understand enough to keep the conversation going myself.</p>	<ul style="list-style-type: none"> ➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment. ➤ can ask questions, confirm information and avoid misunderstanding ➤ can handle a simple conversation in order to obtain goods and services ➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies. ➤ can ask and answer simple questions about someone's preferences, requests, purchases and orders. ➤ Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. ➤ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ➤ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. ➤ Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble. ➤ Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor. ➤ Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, job, school). ➤ Can ask for and provide everyday goods and services. 	<p>From Cooking, Express Publishing, 2022 Book 1 Exercises 1, 7 and 8 from Unit 8 Basic Actions 1, p. 18 – 19 Book 1 Exercises 1, 7 and 8 from Unit 9 Basic Actions 2, p. 20 – 21 Book 1 Exercises 1, 7 and 8 from Unit 11 Measurements 1, p. 24 – 25 Book 1 Exercises 1, 7 and 8 from Unit 12 Measurements 2, p. 26-27 Book 1 Exercises 1, 7 and 8 from Unit 13 Food Safety, p. 28 - 29</p> <p>Book 2 Exercises 1, 7 and 8 from Unit 3 Dairy, p. 8 – 9 Book 2 Exercises 1, 7 and 8 from Unit 9 Pastry, p. 20 – 21 Book 2 Exercises 1, 7 and 8 from Unit 14 Desserts 1, p. 30 – 31 Book 2 Exercises 1, 7 and 8 from Unit 15 Desserts 2, p. 32 – 33</p> <p>From Hotels & Catering, Express Publishing, 2022 Book 2 Exercises 1, 7 and 8 from Unit 14 Food Storage, p. 30-31 Book 2 Exercises 1, 7 and 8 from Unit 15 Ordering Food Supplies, p. 32-33</p>

		<ul style="list-style-type: none"> ➤ Can give and receive information about quantities, numbers, prices, etc. ➤ Can make simple purchases by stating what is wanted and asking the price. ➤ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. ➤ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ➤ can ask and answer questions about my own area of work using simple language. ➤ can ask for and give directions referring to a map or plan. ➤ can discuss in a very simple way events, activities and plans. ➤ can take simple telephone calls or put callers through. ➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used. 	
<p>Oral production A1+</p>	<p>can use simple phrases and sentences to describe where I live and people I know.</p>  <p>Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational</p>	<ul style="list-style-type: none"> ➤ can describe myself and my environment, using simple language. ➤ can give a simple account of my work place, my job or company. ➤ can produce simple mainly isolated phrases about people and places related to my occupation. ➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product. ➤ Can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list. ➤ Can describe themselves, what they do and where they live. ➤ Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance. 	<ul style="list-style-type: none"> ▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role <p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> ▪ Distribute role cards – students read their role cards <p>Write a diagram of the role play words/sentences on the board</p>

	background and my present or most recent job.	<ul style="list-style-type: none"> ➤ Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance. ➤ Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast). 	
<p>Written production A1</p>	<p>Can produce simple isolated phrases and sentences.</p> <p style="text-align: center;"></p> <p>Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p>	<ul style="list-style-type: none"> ➤ can write short letters, messages, e-mail messages, memos following a sample ➤ can write SMSs using standard abbreviations. ➤ can take notes related to matters of immediate interest in work ➤ can fill in forms with personal details (job, age, address, etc. ➤ can write simple isolated phrases and sentences, which I have memorized or copied. ➤ can write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things. ➤ Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. ➤ Can produce simple isolated phrases and sentences. ➤ Can describe in very simple language what a room (or a familiar object) looks like. 	<p>From Cooking, Express Publishing, 2022</p> <p>Book 1 Exercise 9 from Unit 8 Basic Actions 1, p. 18 – 19 Book 1 Exercise 9 from Unit 9 Basic Actions 2, p. 20 – 21 Book 1 Exercise 9 from Unit 11 Measurements 1, p. 24 – 25 Book 1 Exercise 9 from Unit 12 Measurements 2, p. 26-27 Book 1 Exercise 9 from Unit 13 Food Safety, p. 28 - 29</p> <p>Book 2 Exercise 9 from Unit 3 Dairy, p. 8 – 9 Book 2 Exercise 9 from Unit 9 Pastry, p. 20 – 21 Book 2 Exercise 9 from Unit 14 Desserts 1, p. 30 – 31 Book 2 Exercise 9 from Unit 15 Desserts 2, p. 32 – 33</p> <p>From Hotels & Catering, Express Publishing, 2022</p> <p>Book 2 Exercise 9 from Unit 14 Food Storage, p. 30-31 Book 2 Exercise 9 from Unit 15 Ordering Food Supplies, p. 32-33</p>

Teaching/learning contents (guide lines) – Grade 10

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
<p>PASTRY MAKING TECHNIQUES</p>	<p>From Cooking, Express Publishing, 2022 Book 1 Unit 8 Basic Actions 1, p. 18 – 19 Book 1 Unit 9 Basic Actions 2, p. 20 – 21</p> <p>Book 2 Unit 3 Dairy, p. 8 – 9 Book 2 Unit 9 Pastry, p. 20 – 21 Book 2 Unit 14 Desserts 1, p. 30 – 31 Book 2 Unit 15 Desserts 2, p. 32 – 33</p> <p>Extra Material Worksheets (picture dictionary & exercises):</p> <p>https://en.islcollective.com/english-esl-worksheets/general-topic/food/kitchen-verbs/1271</p> <p>https://en.islcollective.com/english-esl-worksheets/general-topic/food/kitchen-verbs/1267</p> <p>https://en.islcollective.com/english-esl-worksheets/general-topic/food/kitchen-verbs/1266</p> <p>https://en.islcollective.com/english-esl-worksheets/general-topic/home/kitchen-verbs/114574</p>	

	https://tr.pinterest.com/pin/15692298694942497/ https://tr.pinterest.com/pin/724587027566513235/ https://www.pinterest.co.uk/pin/839569555529845126/	
BASIC CHANGES AND MEASUREMENTS IN INGREDIENTS	From Cooking, Express Publishing, 2022 Book 1 Unit 11 Measurements 1, p. 24 – 25 Book 1 Unit 12 Measurements 2, p. 26-27	
FOOD CHEMISTRY	External Material Worksheets (picture dictionary & exercises): https://in.pinterest.com/pin/laboratory-vocabulary--816207132469565564/ https://in.pinterest.com/pin/707839266461959693/ https://in.pinterest.com/pin/604537950009270856/ https://www.pinterest.co.uk/pin/lab-equipment-and-uses-common-lab-equipment-names-laboratory-apparatus-l-643944446745224605/ https://www.youtube.com/watch?v=80Ov4EgBVS0	
STORAGE AND PACKAGING	From Hotels & Catering, Express Publishing, 2022 Book 2 Unit 14 Food Storage, p. 30-31 Book 2 Unit 15 Ordering Food Supplies, p. 32-33	
MICROBIOLOGICAL ANALYSIS IN FOOD	From Cooking, Express Publishing, 2022 Book 1 Unit 13 Food Safety, p. 28 - 29	

Assessment:

- Self-assessment: According to the scale in the self-assessment grid of the Common European Framework (CEF)
- Tutor assessment: Tests, quizzes, case studies, simulations, role plays
- Final assessment: Test, case study

Recommended learning time:

- 60 hours face to face learning
- 60 hours individual learning

Vocabulary focus for reading and listening comprehension

Getting Started provides warm-up questions about the chapter topic. The questions' main purpose is to activate students' prior knowledge about the topic before they read the passage or listen to the audio file. The 'Get Ready!' exercise includes suggestions of questions that can serve this function. The teachers can also ask additional questions related to the school and occupational environment to activate students' prior knowledge.

Target words (terms)

Each unit introducing target words and asks students to assess their knowledge of each word both before and after they work through the chapter. Vocabulary learning is incremental (gradual, step-by step). Revision is required at least 3-4 times during the school year in various contexts. Even if students do not achieve productive mastery of every word by the time the chapter is finished, the process can show partial improvement (for example, from *no knowledge* to *receptive knowledge*). By avoiding a *no knowledge / full mastery dichotomy*, the process can show smaller degrees of learning. We would expect every student to learn enough about the target words to show some improvement, which should maintain and enhance their motivation.

Reading presents a reading passage that has been graded in various levels of difficulty. The embedding of the target vocabulary in these texts ensures that it is not introduced in isolation, but in meaningful contexts. There is also a great deal of target vocabulary in these texts that is not specifically focused on in the chapter, and that provides natural recycling in new contexts of words students have already studied.

In addition, the passages are suitable for a wide range of reading-based tasks that can be constructed by the teacher to ensure mastering of target words. This integration of reading and vocabulary allows the study of lexis in programs that have a reading focus, and promotes the beneficial concurrent improvement of reading and vocabulary skills. For example, at the end of each passage, there are exercises (Reading Comprehension) that focus on comprehension ranging from literal details, recognition of true/false, matching of terms with definitions and filling gaps with targeted words.

Focusing on Vocabulary means:

- Word Meaning features a variety of exercises designed to help students learn the meaning of each of the twenty-four target words.
- Word Families provides practice in recognizing and using the various derivative word forms that make up a word's family (or words of the same category).
- Collocation exercises are designed to improve students' intuitions about the collocations a word takes (mouse, LED mouse, laser mouse, ball mouse).

Vocabulary Learning Strategies

To learn target words well, students will need to continue meeting and learning these word families outside of this book. This means you will need to use vocabulary strategies to maximize your learning. Below, we describe a number of these vocabulary learning strategies.

USING A DICTIONARY

One of the most important reasons to use a dictionary is to discover a word's meaning. However, many words have more than one meaning, and you must be careful to choose the one that matches the context.

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|--------------|--------------------------|
| 1 __ Mac | 5 __ hardware |
| 2 __ Windows | 6 __ software compatible |
| 3 __ macOS | 7 __ processing speed |
| 4 __ Linux | 8 __ vulnerable |

- A a computing device
- B being able to run different programs
- C an operating system developed by Apple
- D an operating system that uses open source software
- E a measure of how fast a computer operates
- F an operating system developed by Microsoft
- G a computer developed by Apple
- H open to attack

Teachers can design similar tasks using a dictionary or the glossary to the teaching and learning resources as part of this package.

GUESSING FROM CONTEXT

Guessing the meaning of a new word from context is a very good way to supplement the learning of vocabulary from a book like this. You can get clues from the surrounding words and the construction of the sentences.

Teachers can use short texts for guessing from context. The teachers can ask questions such as:

What is the meaning of?

What are the clues that helped you discover this meaning?

How could this help you understand the meaning of?

EXTENSIVE READING

Although students gain a lot of benefits from studying words, they also need to see or hear them in many contexts to understand how to use them appropriately. One of the best ways to gain this wide exposure is to read extensively. The repeated exposure to words in reading will help students remember their spellings and meanings, and will also show the other words they commonly occur with. In other words, by reading widely, you will eventually begin to get a feel for which words collocate with the words you are learning.

USING INTERNET TOOLS

Nowadays, there are many Internet sites that can help your learning. Teachers can use internet sources for allowing for extensive reading and seeing target words in many contexts to understand how to use them appropriately.

Guide to Vocabulary Focus Approach – Grade 10

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 1					
	8	Basic Actions 1	Reading a training manual chapter (multiple choice questions)	blend, chop, dice, drain, grate, irregular, mince, pour, sift, toss	
	9	Basic Actions 2	Reading a recipe for cookies (reading for specific information)	aside, bake, beat, combine, cool, dissolve, drop, grease, heat, stir	
	11	Measurements 1	Reading a conversion chart (true/false statements)	Celsius, Fahrenheit, fluid ounce, gallon, gram, imperial, liter, metric, ounce, pound, milliliter, kilogram	
	12	Measurements 2	Reading a cookbook chapter on measurements (true/false statements)	cup, dash, drop, equal, pinch, pint, smidgen, spoonful, tablespoon, teaspoon, recipe	
	13	Food Safety	Reading a food safety report (multiple choice questions)	bacteria, contaminate, expiration date, food poisoning, inspection, label, pest, room temperature, soiled, thermometer	

Book 2					
	3	Dairy	Reading a memo about dairy products (multiple choice questions)	butter, cheese, cream, cream cheese, cultured, dairy, evaporated milk, milk, pasteurized, skim, spoil, yogurt	
	9	Pastry	Reading a newspaper article on pastries (multiple choice questions)	choux pastry, crisp, croissant, custard, Danish, delicate, dough, doughnut, flaky, pastry, phyllo pastry, puff pastry, shortcrust pastry	
	14	Desserts 1	Reading an advertisement for an ice cream shop (true/false statements)	caramel, chocolate, cone, dessert, hot fudge, ice cream, ingredient, marshmallow, sprinkles, sugar-free, sugar, syrup, topping, vanilla	
	15	Desserts 2	Reading a webpage for a catering company (multiple choice questions)	brownie, cake, cobbler, cupcake, decorate, frosting, frozen yogurt, milkshake, parfait, pie, pudding, sorbet	

From Hotels & Catering, Express Publishing, 2022

Book 2					
	14	Food storage	Reading a poster from a restaurant kitchen (multiple choice questions)	beef, canned goods, dry goods, expiration date, fridge, on ice, pantry, pork, poultry, preservation, ready-to-eat, seafood, set the temperature, spoilage, walk-in freezer	
	15	Ordering food supplies	Reading a restaurant inventory list and notes (multiple choice questions)	distributor, food budget, inventory, out of, packing date, par level, quantity, reorder, running low, storeroom, vendor	

Resource for distribution of the teaching/learning content – Grade 10

(using the description of the teaching/learning content you can indicate when during the school year you plan to use the relevant units and exercises for developing of language skills; under comments you can indicate whether revision is needed and when)

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 1							
	8	Basic Actions 1	Reading a training manual chapter (multiple choice questions)	Listening to a conversation between a chef and a cook's helper (true/false statements); Completing a conversation	Acting out a dialogue between a chef and a cook's helper	Filling out recipe notes of a helper	Basic Actions 1
	9	Basic Actions 2	Reading a recipe for cookies (reading for specific information)	Listening to a conversation between two cooks (multiple choice questions);	Acting out a dialogue between two cooks	Filling out a cook's recipe guide	Basic Actions 2

				Completing a conversation			
	11	Measurements 1	Reading a conversion chart (true/false statements)	Listening to a conversation between two chefs (multiple choice questions); Completing a conversation	Acting out a dialogue between two chefs	Filling out conversation notes	
	12	Measurements 2	Reading a cookbook chapter on measurements (true/false statements)	Listening to a conversation between two chefs (listening for specific information); Completing a conversation	Acting out a dialogue between two chefs	Filling out a conversion chart	
	13	Food Safety	Reading a food safety report (multiple choice questions)	Listening to a conversation between a restaurant owner and a food safety inspector (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant owner and a food safety inspector	Filling out a food safety report	

Book 2							
	3	Dairy	Reading a memo about dairy products (multiple choice questions)	Listening to a conversation between a chef and a cook's helper (true/false statements); Completing a conversation	Acting out a dialogue between a chef and a cook's helper	Filling out a chef's inspection report	
	9	Pastry	Reading a newspaper article on pastries (multiple choice questions)	Listening to a conversation between two bakers (true/false statements); Completing a conversation	Acting out a dialogue between two bakers	Filling out a baker's recipe review form	
	14	Desserts 1	Reading an advertisement for an ice cream shop (true/false statements)	Listening to a conversation between an ice cream shop customer and a server (multiple choice questions); Completing a conversation	Acting out a dialogue between an ice cream shop customer and an ice cream shop server	Filling out an ice cream shop order form	
	15	Desserts 2	Reading a webpage for a catering company (multiple choice questions)	Listening to a conversation between a catering customer and a chef (true/false statements); Completing a conversation	Acting out a dialogue between a catering customer and a catering chef	Filling out a caterer's order notes	

From Hotels & Catering, Express Publishing, 2022

Book 2							
	14	Food storage	Reading a poster from a restaurant kitchen (multiple choice questions)	Listening to a conversation between an executive chef and a prep worker at a restaurant (true/false statements); Completing a conversation	Acting out a dialogue between an executive chef and a worker	Writing instructions to a new worker on how to properly store food	
	15	Ordering food supplies	Reading a restaurant inventory list and notes (multiple choice questions)	Listening to a conversation between an executive chef and a vendor (true/false statements); Completing a conversation	Acting out a dialogue between a vendor and an employee at the Post Meridian Restaurant	Writing a note for a restaurant employee ordering food supply	

GRADE 11

Description of module content and learning objectives

<p>Module objectives</p> <p>11th grade</p> <p>Module 1</p> <p>Focus on vocabulary</p> <p>Use of terminology in the foreign language</p>	<p>The module is skill-oriented and emphasizes on developing and consolidating practical skills in a variety of relevant work-related contexts. It focuses both on fluency in language use as well as on accuracy.</p> <p>Students learn and practice how to:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> • Use simple and more complex structures correctly but still systematically makes some mistakes • Pronounce words and phrases generally clear enough to be understood but still has a strong influence on stress, rhythm and intonation from the other language spoken • Clearly pronounce familiar words although repetition is needed from time to time • produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors. • Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable • Convey very basic content, though they will generally have to compromise the message and search for words/signs. • get by using enough language, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
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	<p>Vocabulary range</p> <ul style="list-style-type: none"> • use sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics. • Express using sufficient vocabulary basic communicative needs. • Cope with survival and routine needs using sufficient vocabulary for coping. • Communicate using a good range of vocabulary related to familiar topics and everyday situations. <p>Grammatical accuracy</p> <ul style="list-style-type: none"> • employ a range of principles of word/sign order in short statements. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. • Use a range of structures correctly, but still systematically makes mistakes; nevertheless, it is usually clear what they are trying to say. • Communicate using reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. <p>Vocabulary control</p> <ul style="list-style-type: none"> • control a narrow repertoire dealing with concrete, everyday needs and in professional context • Clearly pronounce enough to be understood, but conversational partners will need to ask for repetition from time to time. • Can deal with situations affected by a strong influence by the other language(s) they speak on stress, rhythm and intonation, requiring collaboration from interlocutors. • Demonstrate an intelligible pronunciation when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. • Communicate with the interlocutor when systematic mispronunciation of phonemes might hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker’s language background on pronunciation. • use the rhythm and intonation of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak.
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<p>Module 2</p> <p>Professional communication in the foreign language</p>	<ul style="list-style-type: none"> • Language features (e.g. word stress) are adequate for familiar everyday words and simple utterances. <p>Students learn and practice how to Interact with colleagues or customers generally and more specifically for the level how to:</p> <p>Verbally</p> <ul style="list-style-type: none"> • Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges • Can handle very short social exchanges, using everyday polite forms of greeting and address • Can expand learnt phrases through simple recombination of their elements • Can ask for attention • adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual. • Can expand learnt phrases through simple recombinations of their elements. • Can use simple techniques to start, maintain or close a short conversation. • Can give an example of something in a very simple text using “like” or “for example”. • Can communicate what they want to say in a simple and direct exchange of limited information on familiar • communicate basic information about basic professional details and needs of a concrete type in a simple way. • communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions • manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary. <ul style="list-style-type: none"> • Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. • Can socialise simply but effectively using the simplest common expressions and following basic routines.
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In Writing

- write short messages, e-mail messages, memos following a sample
- write SMSs using standard abbreviations and basic repertoire of written words and phrases
- fill in forms with details related to standards work situations
- write simple isolated phrases and sentences, which I have memorized or copied.
- write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things.
- take notes related to matters of immediate interest in work
- write simple isolated phrases and sentences, which he/she have memorized or copied.
- write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things.
- give information about matters of personal and professional relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.
- produce simple isolated phrases and sentences.
- describe in very simple language what a familiar object looks like.

Description of language skills for the Module

Level of language skills	General language skills	Professional language skills	Examples Teaching and learning resources developing these occupational skills
Understanding Listening A2	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.	<ul style="list-style-type: none"> ➤ can understand phrases and expressions related to the most immediate priority in the work environment ➤ can identify the topic of discussion ➤ can follow speech which is very slow and carefully articulated ➤ can understand instructions addressed carefully and slowly ➤ Can catch the main point in short, clear, simple message and announcements ➤ Can understand simple technical information, such as operating instructions for everyday equipment if clearly and slowly articulated ➤ Can extract the essential information from short, recorded passages dealing with predictable everyday work matters ➤ can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated ➤ Can follow in outline short, simple social exchanges, conducted very slowly and clearly. ➤ Can generally identify the topic of discussion around them when it is conducted slowly and clearly. 	From Cooking, Express Publishing, 2022 Book 2 Exercises 5, 6 and 7 from Unit 1 Meats, p. 4 – 5 Book 2 Exercises 5, 6 and 7 from Unit 3 Dairy, p. 8 – 9 (revision) Book 2 Exercises 5, 6 and 7 from Unit 4 Fruits, p. 10 – 11 Book 2 Exercises 5, 6 and 7 from Unit 5 Vegetables, p. 12 – 13 Book 2 Exercises 5, 6 and 7 from Unit 8 Grains and Legumes, p. 18 – 19 Book 2 Exercises 5, 6 and 7 from Unit 9 Pastry, p. 20 – 21 (revision) Book 2 Exercises 5, 6 and 7 from Unit 10 Bread, p. 22 – 23 Book 2 Exercises 5, 6 and 7 from Unit 14 Desserts 1, p. 30 – 31 (revision) Book 2 Exercises 5, 6 and 7 from Unit 15 Desserts 2, p. 32 – 33 (revision) Book 3 Exercises 5, 6 and 7 from Unit 4 Salads, p. 10 – 11 Book 3 Exercises 5, 6 and 7 from Unit 5 Grilling and Broiling, p. 12 - 13 Book 3 Exercises 5, 6 and 7 from Unit 6 Roasting, p. 14 - 15 Book 3 Exercises 5, 6 and 7 from Unit 7 Braising, p. 16 – 17 Book 3 Exercises 5, 6 and 7 from Unit 8 Baking, p. 18 - 19 Book 3 Exercises 5, 6 and 7 from Unit 9 Frying, p. 20 – 21 Book 3 Exercises 5, 6 and 7 from Unit 10 Steaming, p. 22 - 23 Book 3 Exercises 5, 6 and 7 from Unit 13 Inventory Management, p. 28- 29

		<ul style="list-style-type: none"> ➤ Can recognise when people agree and disagree in a conversation conducted slowly and clearly. ➤ Can understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly. 	
<p>Reading A1+ to A2</p>	<p>Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.</p>	<ul style="list-style-type: none"> ➤ can read and extract the necessary information related to working environment and the occupation. ➤ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc. ➤ can get a general understanding of a occupation-specific text. 	<p>From Cooking, Express Publishing, 2022</p> <p>Book 2 Exercises 2, 3 and 4 from Unit 1 Meats, p. 4 – 5 Book 2 Exercises 2, 3 and 4 from Unit 3 Dairy, p. 8 – 9 (revision) Book 2 Exercises 2, 3 and 4 from Unit 4 Fruits, p. 10 – 11 Book 2 Exercises 2, 3 and 4 from Unit 5 Vegetables, p. 12 – 13 Book 2 Exercises 2, 3 and 4 from Unit 8 Grains and Legumes, p. 18 – 19 Book 2 Exercises 2, 3 and 4 from Unit 9 Pastry, p. 20 – 21 (revision) Book 2 Exercises 2, 3 and 4 from Unit 10 Bread, p. 22 – 23 Book 2 Exercises 2, 3 and 4 from Unit 14 Desserts 1, p. 30 – 31 (revision) Book 2 Exercises 2, 3 and 4 from Unit 15 Desserts 2, p. 32 – 33 (revision)</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 4 Salads, p. 10 – 11 Book 3 Exercises 2, 3 and 4 from Unit 5 Grilling and Broiling, p. 12 - 13 Book 3 Exercises 2, 3 and 4 from Unit 6 Roasting, p. 14 - 15 Book 3 Exercises 2, 3 and 4 from Unit 7 Braising, p. 16 – 17 Book 3 Exercises 2, 3 and 4 from Unit 8 Baking, p. 18 - 19 Book 3 Exercises 2, 3 and 4 from Unit 9 Frying, p. 20 – 21 Book 3 Exercises 2, 3 and 4 from Unit 10 Steaming, p. 22 - 23 Book 3 Exercises 2, 3 and 4 from Unit 13 Inventory Management, p. 28- 29</p>

<p>Speaking</p> <p>Spoken interaction A1+ to A2</p>	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though cannot usually understand enough to keep the conversation going myself.</p>	<ul style="list-style-type: none"> ➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment. ➤ can ask questions, confirm information and avoid misunderstanding ➤ can handle a simple conversation in order to obtain goods and services ➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies. ➤ can ask and answer simple questions about someone's preferences, requests, purchases and orders. ➤ can ask and answer questions about my own area of work using simple language. ➤ can ask for and give directions referring to a map or plan. ➤ can discuss in a very simple way events, activities and plans. ➤ can take simple telephone calls or put callers through. ➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used. 	<p>From Cooking, Express Publishing, 2022</p> <p>Book 2 Exercises 1, 7 and 8 from Unit 1 Meats, p. 4 – 5 Book 2 Exercises 1, 7 and 8 from Unit 3 Dairy, p. 8 – 9 (revision) Book 2 Exercises 1, 7 and 8 from Unit 4 Fruits, p. 10 – 11 Book 2 Exercises 1, 7 and 8 from Unit 5 Vegetables, p. 12 – 13 Book 2 Exercises 1, 7 and 8 from Unit 8 Grains and Legumes, p. 18 – 19 Book 2 Exercises 1, 7 and 8 from Unit 9 Pastry, p. 20 – 21 (revision) Book 2 Exercises 1, 7 and 8 from Unit 10 Bread, p. 22 – 23 Book 2 Exercises 1, 7 and 8 from Unit 14 Desserts 1, p. 30 – 31 (revision) Book 2 Exercises 1, 7 and 8 from Unit 15 Desserts 2, p. 32 – 33 (revision)</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 4 Salads, p. 10 – 11 Book 3 Exercises 1, 7 and 8 from Unit 5 Grilling and Broiling, p. 12 - 13 Book 3 Exercises 1, 7 and 8 from Unit 6 Roasting, p. 14 - 15 Book 3 Exercises 1, 7 and 8 from Unit 7 Braising, p. 16 – 17 Book 3 Exercises 1, 7 and 8 from Unit 8 Baking, p. 18 - 19 Book 3 Exercises 1, 7 and 8 from Unit 9 Frying, p. 20 – 21 Book 3 Exercises 1, 7 and 8 from Unit 10 Steaming, p. 22 - 23 Book 3 Exercises 1, 7 and 8 from Unit 13 Inventory Management, p. 28- 29</p>
	<p>Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<ul style="list-style-type: none"> ➤ can describe myself and my environment, using simple language. ➤ can give a simple account of my work place, my job or company. ➤ can produce simple mainly isolated phrases about people and places related to my occupation. 	<p>Oral production (speaking) activities:</p> <ul style="list-style-type: none"> ▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role

<p>Spoken production A1+</p>		<ul style="list-style-type: none"> ➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product. 	<p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> ▪ Distribute role cards – students read their role cards ▪ Write a diagram of the role play words/sentences on the board
<p>Writing A1+</p>	<p>Can write short, simple notes and messages. Can write a very simple personal letter, for example thanking someone for something.</p>	<ul style="list-style-type: none"> ➤ can write short letters, messages, e-mail messages, memos following a sample ➤ can write SMSs using standard abbreviations. ➤ can take notes related to matters of immediate interest in work ➤ can fill in forms with personal details (job, age, address, etc. ➤ can write simple isolated phrases and sentences, which I have memorized or copied. ➤ can write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things. 	<p>From Cooking, Express Publishing, 2022</p> <p>Book 2 Exercise 9 from Unit 1 Meats, p. 4 – 5 Book 2 Exercise 9 from Unit 3 Dairy, p. 8 – 9 (revision) Book 2 Exercise 9 from Unit 4 Fruits, p. 10 – 11 Book 2 Exercise 9 from Unit 5 Vegetables, p. 12 – 13 Book 2 Exercise 9 from Unit 8 Grains and Legumes, p. 18 – 19 Book 2 Exercise 9 from Unit 9 Pastry, p. 20 – 21 (revision) Book 2 Exercise 9 from Unit 10 Bread, p. 22 – 23 Book 2 Exercise 9 from Unit 14 Desserts 1, p. 30 – 31 (revision) Book 2 Exercise 9 from Unit 15 Desserts 2, p. 32 – 33 (revision)</p> <p>Book 3 Exercise 9 from Unit 4 Salads, p. 10 – 11 Book 3 Exercise 9 from Unit 5 Grilling and Broiling, p. 12 - 13 Book 3 Exercise 9 from Unit 6 Roasting, p. 14 - 15 Book 3 Exercise 9 from Unit 7 Braising, p. 16 – 17 Book 3 Exercise 9 from Unit 8 Baking, p. 18 - 19 Book 3 Exercise 9 from Unit 9 Frying, p. 20 – 21 Book 3 Exercise 9 from Unit 10 Steaming, p. 22 - 23 Book 3 Exercise 9 from Unit 13 Inventory Management, p. 28-29</p>

Teaching/learning contents (guide lines) – Grade 11

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
PASTRY MAKING TECHNIQUES	From Cooking, Express Publishing, 2022 Book 2 Unit 9 Pastry, p. 20 – 21 (revision) Book 2 Unit 14 Desserts 1, p. 30 – 31 (revision) Book 2 Unit 15 Desserts 2, p. 32 – 33 (revision) Book 3 Unit 8 Baking, p. 18 - 19 Book 3 Unit 10 Steaming, p. 22 - 23 Book 3 Unit 13 Inventory Management, p. 28- 29	
PRODUCTION TECHNOLOGY	From Cooking, Express Publishing, 2022 Book 2 Unit 1 Meats, p. 4 – 5 Book 2 Unit 3 Dairy, p. 8 – 9 (revision) Book 2 Unit 4 Fruits, p. 10 – 11 Book 2 Unit 5 Vegetables, p. 12 – 13 Book 2 Unit 8 Grains and Legumes, p. 18 – 19 Book 2 Unit 10 Bread, p. 22 – 23 Book 3 Unit 4 Salads, p. 10 – 11 Book 3 Unit 5 Grilling and Broiling, p. 12 - 13 Book 3 Unit 6 Roasting, p. 14 - 15 Book 3 Unit 7 Braising, p. 16 – 17 Book 3 Unit 9 Frying, p. 20 – 21	

Assessment:

- Self-assessment: According to the scale in the self-assessment grid of the Common European Framework (CEF)
- Tutor assessment: Tests, quizzes, case studies, simulations, role plays
- Final assessment: Test, case study

Recommended learning time:

- 60 hours face to face learning
- 60 hours individual learning

Vocabulary focus for reading and listening comprehension

Getting Started provides warm-up questions about the chapter topic. The questions' main purpose is to activate students' prior knowledge about the topic before they read the passage or listen to the audio file. The 'Get Ready!' exercise includes suggestions of questions that can serve this function. The teachers can also ask additional questions related to the school and occupational environment to activate students' prior knowledge.

Target words (terms)

Each unit introducing target words and asks students to assess their knowledge of each word both before and after they work through the chapter. Vocabulary learning is incremental (gradual, step-by step). Revision is required at least 3-4 times during the school year in various contexts. Even if students do not achieve productive mastery of every word by the time the chapter is finished, the process can show partial improvement (for example, from *no knowledge* to *receptive knowledge*). By avoiding a *no knowledge / full mastery dichotomy*, the process can show smaller degrees of learning. We would expect every student to learn enough about the target words to show some improvement, which should maintain and enhance their motivation.

Reading presents a reading passage that has been graded in various levels of difficulty. The embedding of the target vocabulary in these texts ensures that it is not introduced in isolation, but in meaningful contexts. There is also a great deal of target vocabulary in these texts that is not specifically focused on in the chapter, and that provides natural recycling in new contexts of words students have already studied.

In addition, the passages are suitable for a wide range of reading-based tasks that can be constructed by the teacher to ensure mastering of target words. This integration of reading and vocabulary allows the study of lexis in programs that have

a reading focus, and promotes the beneficial concurrent improvement of reading and vocabulary skills. For example, at the end of each passage, there are exercises (Reading Comprehension) that focus on comprehension ranging from literal details, recognition of true/false, matching of terms with definitions and filling gaps with targeted words.

Focusing on Vocabulary means:

- Word Meaning features a variety of exercises designed to help students learn the meaning of each of the twenty-four target words.
- Word Families provides practice in recognizing and using the various derivative word forms that make up a word's family (or words of the same category).
- Collocation exercises are designed to improve students' intuitions about the collocations a word takes (mouse, LED mouse, laser mouse, ball mouse).

Vocabulary Learning Strategies

To learn target words well, students will need to continue meeting and learning these word families outside of this book. This means you will need to use vocabulary strategies to maximize your learning. Below, we describe a number of these vocabulary learning strategies.

USING A DICTIONARY

One of the most important reasons to use a dictionary is to discover a word's meaning. However, many words have more than one meaning, and you must be careful to choose the one that matches the context.

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|--------------|--------------------------|
| 1 __ Mac | 5 __ hardware |
| 2 __ Windows | 6 __ software compatible |
| 3 __ macOS | 7 __ processing speed |
| 4 __ Linux | 8 __ vulnerable |

- A a computing device
- B being able to run different programs
- C an operating system developed by Apple
- D an operating system that uses open source software
- E a measure of how fast a computer operates
- F an operating system developed by Microsoft
- G a computer developed by Apple
- H open to attack

Teachers can design similar tasks using a dictionary or the glossary to the teaching and learning resources as part of this package.

GUESSING FROM CONTEXT

Guessing the meaning of a new word from context is a very good way to supplement the learning of vocabulary from a book like this. You can get clues from the surrounding words and the construction of the sentences.

Teachers can use short texts for guessing from context. The teachers can ask questions such as:

What is the meaning of?

What are the clues that helped you discover this meaning?

How could this help you understand the meaning of?

EXTENSIVE READING

Although students gain a lot of benefits from studying words, they also need to see or hear them in many contexts to understand how to use them appropriately. One of the best ways to gain this wide exposure is to read extensively. The repeated exposure to words in reading will help students remember their spellings and meanings, and will also show the other words they commonly occur with. In other words, by reading widely, you will eventually begin to get a feel for which words collocate with the words you are learning.

USING INTERNET TOOLS

Nowadays, there are many Internet sites that can help your learning. Teachers can use internet sources for allowing for extensive reading and seeing target words in many contexts to understand how to use them appropriately.

Guide to Vocabulary Focus Approach – Grade 11

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 2					
	1	Meats	Reading a website for a butcher shop (multiple choice questions)	beef, breast, burger, butcher, ham, lamb, meat, pork, poultry, sirloin, steak, veal	
	3	Dairy	Reading a memo about dairy products (multiple choice questions)	butter, cheese, cream, cream cheese, cultured, dairy, evaporated milk, milk, pasteurized, skim, spoil, yogurt	
	4	Fruits	Reading a magazine article on fruit (reading for specific information)	berry, citrus, fiber, fruit, juice, melon, peel, raw, smoothie, squeeze, tree fruit, tropical, vitamin C	
	5	Vegetables	Reading a cookbook chapter on vegetables (reading for specific information)	blanch, bulb vegetable, canned, fresh, frozen, inflorescent vegetable, leaf vegetable, overcook, root vegetable, stalk vegetable, thaw, tuber vegetable, vegetable	
	8	Grains and Legumes	Reading a webpage for a restaurant (multiple choice questions)	beans, bran, brown rice, corn, grain, green beans, legumes, rice, white rice, wheat, whole grain, wild rice	

	9	Pastry	Reading a newspaper article on pastries (multiple choice questions)	choux pastry, crisp, croissant, custard, Danish, delicate, dough, doughnut, flaky, pastry, phyllo pastry, puff pastry, shortcrust pastry	
	10	Bread	Reading a webpage of a bakery (true/false statements)	bread, crust, flatbread, leavened, loaf, sourdough, stale, staple, toast, white bread, whole wheat bread	
	14	Desserts 1	Reading an advertisement for an ice cream shop (true/false statements)	caramel, chocolate, cone, dessert, hot fudge, ice cream, ingredient, marshmallow, sprinkles, sugar-free, sugar, syrup, topping, vanilla	
	15	Desserts 2	Reading a webpage for a catering company (multiple choice questions)	brownie, cake, cobbler, cupcake, decorate, frosting, frozen yogurt, milkshake, parfait, pie, pudding, sorbet	
Book 3					
	4	Salads	Reading a salad menu (reading for specific information)	body, crouton, dressing, garnish, greens, house, lettuce, mayonnaise, olive oil, salad, spinach, substitute, tossed, vegetarian, vinaigrette	
	5	Grilling and Broiling	Reading a memo on grilling and broiling (multiple choice questions)	broil, broiler pan, charbroiled, charcoal, flame broiler, flattop, grill pan, grill, salamander, stove top, two-sided grilling	
	6	Roasting	Reading an advertisement for roasts at a restaurant	baste, caramelization, dry heat, evenly, indirect, open roasting, roast, roasting pan, rotisserie, slow-roasting, spit, tender	

			(reading for specific information)		
	7	Braising	Reading a newspaper column on braising (reading for specific information)	barbecue braising, braise, braising liquid, braising pot, juicy, marinate, pressure cooking, sear, slow cooker, stew, tough	
	9	Frying	Reading a cookbook guide on frying (multiple choice questions)	batter, brown, deep fry, fry, lard, oil, pan fry, sauté, shallow, stir fry, submerge, wok	
	10	Steaming	Reading a magazine article on steaming (true/false statements)	agitation, boil, circulate, compartment steaming, en Papillote, leaching, moist heat, simmer, soggy, steam, steamer	
	13	Inventory Management	Reading an article on inventory management (multiple choice questions)	excess, inventory, overportioning, perishable, profitable, quantity discount, raw inventory, safety factor, shelf life, spoilage, storage, theft	

Resource for distribution of the teaching/learning content – Grade 11

(using the description of the teaching/learning content you can indicate when during the school year you plan to use the relevant units and exercises for developing of language skills; under comments you can indicate whether revision is needed and when)

From Cooking, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 2							
	1	Meats	Reading a website for a butcher shop (multiple choice questions)	Listening to a conversation between a chef and a butcher (true/false statements); Completing a conversation	Acting out a dialogue between a chef and a butcher	Filling out an order form	
	3	Dairy	Reading a memo about dairy products (multiple choice questions)	Listening to a conversation between a chef and a cook's helper (true/false statements); Completing a conversation	Acting out a dialogue between a chef and a cook's helper	Filling out a chef's inspection report	
	4	Fruits	Reading a magazine article on fruit (reading)	Listening to a conversation between a restaurant server	Acting out a dialogue between a restaurant server and a customer	Filling out a server's order notes	

			for specific information)	and a customer (multiple choice questions); Completing a conversation			
	5	Vegetables	Reading a cookbook chapter on vegetables (reading for specific information)	Listening to a conversation between two chefs (true/false statements); Completing a conversation	Acting out a dialogue between two chefs	Filling out a chef's notes	
	8	Grains and Legumes	Reading a webpage for a restaurant (multiple choice questions)	Listening to a conversation between a restaurant server and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant server and a customer	Filling out a server's order notes	
	9	Pastry	Reading a newspaper article on pastries (multiple choice questions)	Listening to a conversation between two bakers (true/false statements); Completing a conversation	Acting out a dialogue between two bakers	Filling out a baker's recipe review form	
	10	Bread	Reading a webpage of a bakery (true/false statements)	Listening to a conversation between a baker and a restaurant manager (multiple choice questions);	Acting out a dialogue between a baker and a restaurant manager	Filling out a memo to the waitstaff	

				Completing a conversation			
	14	Desserts 1	Reading an advertisement for an ice cream shop (true/false statements)	Listening to a conversation between an ice cream shop customer and a server (multiple choice questions); Completing a conversation	Acting out a dialogue between an ice cream shop customer and an ice cream shop server	Filling out an ice cream shop order form	
	15	Desserts 2	Reading a webpage for a catering company (multiple choice questions)	Listening to a conversation between a catering customer and a chef (true/false statements); Completing a conversation	Acting out a dialogue between a catering customer and a catering chef	Filling out a caterer's order notes	
Book 3							
	4	Salads	Reading a salad menu (reading for specific information)	Listening to a conversation between a restaurant server and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant server and a customer	Writing a description of two salads on a restaurant menu	

	5	Grilling and Broiling	Reading a memo on grilling and broiling (multiple choice questions)	Listening to a conversation between a head chef and an assistant chef (true/false statements); Completing a conversation	Acting out a dialogue between a head chef and an assistant chef	Writing an incident report about an employee's grilling or broiling error	
	6	Roasting	Reading an advertisement for roasts at a restaurant (reading for specific information)	Listening to a conversation between a head chef and an assistant chef (multiple choice questions); Completing a conversation	Acting out a dialogue between a head chef and an assistant chef	Writing an assistant chef's recipe notes	
	7	Braising	Reading a newspaper column on braising (reading for specific information)	Listening to a conversation between a restaurant server and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant server and a customer	Writing a menu board for the daily special	
	8	Baking	Reading a cookbook chapter on baking (true/false statements)	Listening to a conversation between a cooking instructor and a student (multiple choice	Acting out a dialogue between a cooking instructor and a student	Writing a student's baking exam answer	

				questions); Completing a conversation			
	9	Frying	Reading a cookbook guide on frying (multiple choice questions)	Listening to a conversation between a head chef and an assistant chef (true/false statements); Completing a conversation	Acting out a dialogue between a head chef and assistant chef	Writing a kitchen incident report	
	10	Steaming	Reading a magazine article on steaming (true/false statements)	Listening to a conversation between two chefs (multiple choice questions); Completing a conversation	Acting out a dialogue between two chefs	Writing a cookbook introduction to steaming	
	13	Inventory Management	Reading an article on inventory management (multiple choice questions)	Listening to a conversation between a restaurant manager and a chef (true/false statements); Completing a conversation	Acting out a dialogue between a restaurant manager and a chef	Writing a memo from a restaurant manager to the owner about an inventory problem	

Focus on developing communicative skills through interaction activities and strategies

Module 2 referred to in the Framework curriculum leading towards communicative competences in professional context and environment described by the following learning objectives:

- Can maintain effective communication within the team.
- Can lead effective business communication.
- Can use a foreign language in professional activities.
- Can communicate effectively with customers, both verbally and in writing.
- Can refer to various English resources in order to carry out the daily activities of the profession.
- Can use social networking and current communication applications effectively.

The learning/teaching process in all grades is closely linked to the internships/ practice of students in working contexts and the practical acquisition of vocational/professional skills in real-life work situations and in close familiarization of the routine and a range of standard work activities performed. The methodological message is that language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures. Thus, the criterion suggested for assessment is communicative ability in real life, in relation to a continuum of ability (Levels A1-B1).

The basic approach in all grades is **the action-oriented approach**. At the classroom level, there are several implications of implementing the action-oriented approach. Seeing learners as social agents implies involving them in the learning process, possibly with descriptors as a means of communication. The foreign language packs for each grade contain description of language skills using descriptors in the form of “can-do” statements. The approach also implies recognising the social nature of language learning and language use, namely the interaction between the social and the individual in the process of learning. Seeing learners as language users implies extensive use of the target language in the classroom – learning to use the language rather than just learning about the language (as a subject)¹. Recommendation: language learning in all grades should be based on the real work tasks that student perform in their practice/internships and should be discussed, if possible, with their mentors/ teachers.

The action-oriented approach implies purposeful, collaborative tasks in the classroom, the primary focus of which is not language. If the primary focus of a task is not language, then there must be some other product or outcome (such as making an appointment, communication with a customer, performing an action, creating a product, taking part in a process, offering advice or discussing prices). Descriptors can be used to help design such tasks and also to observe and, if desired, to (self-)assess the language use of learners during the task. Interaction leads to co-construction of meaning and this has to be central to the learning and teaching process. This has clear implications for the classroom. At times, this interaction will be between teacher and learner(s), but at times, it will be of a

¹ CEFR, Chapter 2.2. Implementing the action-oriented approach.

collaborative nature, between learners themselves. The precise balance between teacher-centred instruction and such collaborative interaction between learners in small groups is likely to reflect the context, the pedagogic tradition in that context and the proficiency level of the learners concerned.

In any communicative situation, general competences (for example, knowledge of the local context, knowledge of the work process and standard activities) are always combined with communicative language competences (linguistic, sociolinguistic and pragmatic competences: CEFR 2001 Section 5.2) and strategies (some general, some communicative language strategies). These are competences the foreign language teachers has to rely on as they are not expected to be expert in the area of vocational education. Teachers are advised to exploit existing knowledge and competences of student already acquired in their vocational classes and in turn develop them further.

Tasks often require some collaboration with others – hence the need for language. The example chosen in CEFR 2001 Chapter 2 to introduce this idea – moving – is one in which the use of language is only contingent on the task. In moving a wardrobe, some communication, preferably through language, is clearly advisable, but language is not the focus of the task. Similarly, tasks demanding greater sophistication of communication, such as agreeing on the preferred solution to a problem in functioning of a device, or serving a customer, focus on the task outcomes rather than the language used to achieve them.

The overall approach of the CEFR is summarised in a single paragraph:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR 2001 Section 2.1)

In performing tasks, competences and strategies are mobilised in the performance and in turn further developed through that experience. In an “action-oriented approach” some collaborative tasks in the language classroom are therefore essential. This is why the CEFR 2001 includes a chapter on tasks. Additionally, you have in your packs a guide for construction of tasks, which you might find useful. CEFR 2001 Chapter 7 discusses real-life tasks and pedagogic tasks, possibilities for compromise between the two, factors that make tasks simple or complex from a language point of view, conditions and constraints. The precise form that tasks in the classroom may take, and the dominance that they should have in the programme, is for individual teachers to decide. No matter what perspective is adopted, it is implicit that tasks in the language classroom should involve communicative language activities and strategies (CEFR 2001 Section 4.4) that also occur in the real world, like those students are asked to perform or observe in their practices/ internships.

Methodological tip

It is important to apply a methodological approach which does not accept that students have already achieved high competence level (B1 or even A2) in listening, speaking and written interaction. It is significant to start by confirming the acquisition of competences relevant for lower levels (A1 and A1+) and gradually progress to competences relevant for higher levels. Learners are different and it is important to convey the message that acquisition of any level, even A1+ is positive. The focus should be on what students *can do*, which means they can act effectively and perform tasks in real-life situations. The focus at this stage should not be on what students know (linguistic knowledge) but on *what students at various levels can do*.

The current methodological pack includes overview of all skill-based and language competence definitions relevant for the developed Vocational Framework Curricula. The highest potentially achievable level appropriate for the number of teaching and learning hours included in the Framework Curricula is B1 (independent level) at which the learner is beginning to use the language more independently and creatively. B1 is a level for independent user. However, it can be expected that not all students will reach and confirm the acquisition of competences at B1 level. Achieving basic user level (A1+ and A2) should be considered as a major achievement as at this level most of the standard, routine work tasks can be effectively performed.

Communication/ Interaction

Interaction, which involves two or more parties co-constructing discourse, is central to the learning/teaching process in all grades. Interpersonal interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Interaction is also fundamental in learning. The CEFR scales for interaction strategies reflect this with scales for turntaking, co-operating (= collaborative strategies) and asking for clarification. These basic interaction strategies are as important in collaborative learning as they are in real-world communication. The majority of the activities for interaction concern oral interaction. However, as pointed out in the Vocational Framework Curricula written interaction (= writing much as you would speak, in a slowed-down dialogue) has taken an increasingly significant role over the past 20 years. Therefore, the new category of online interaction has been developed and has to be specially focused upon.

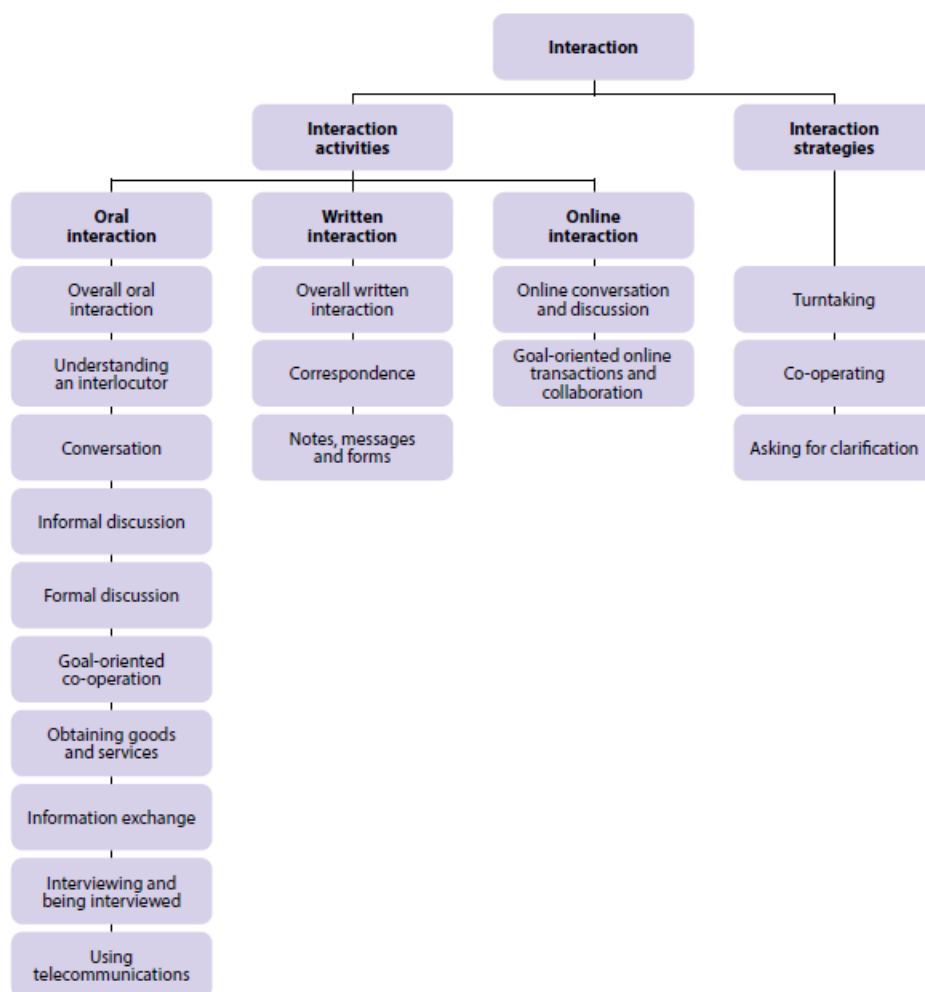


Fig. 1. Interactive activities and strategies (summary).

The activities (descriptors) begin with “Understanding an interlocutor”. “Interlocutor” is a somewhat technical term that means the person with whom one is conversing directly in a dialogue. Here are some explanations of the different categories or type of activities teachers should focus on.

B1	Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

Understanding an interlocutor:

- understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. The aspects referred to here are:
 - topic and setting: from personal details and everyday needs to complex and abstract topics of a specialist nature;
 - degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help to just confirming details if the accent is less familiar.

B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
A2	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech/sign on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.
	Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them clearly and slowly, with repetition, by a sympathetic interlocutor. Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
Pre-A1	Can understand simple questions that directly concern them (e.g. name, age and address), if the person is asking slowly and clearly. Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated. Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.

Conversation

- interaction with a primarily social function: the establishment and maintenance of personal relationships
 - setting: from short exchanges, through maintaining a conversation and sustaining relationships, to flexible use for social purposes;
 - topics: from personal news, through familiar topics of personal interest, to most general topics;
 - language functions: from greetings, etc., through offers, invitations and permission, to degrees of emotion and allusive, joking usage.

B1	<p>Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.</p>
B1	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
A2	<p>Can establish social contact (e.g. greetings and farewells, introductions, giving thanks).</p> <p>Can generally understand clear, standard language on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how they feel in simple terms, and express thanks.</p> <p>Can ask for a favour (e.g. to borrow something), can offer a favour, and can respond if someone asks them to do a favour for them.</p>
A2	<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the interlocutor will take the trouble.</p> <p>Can use simple, everyday, polite forms of greeting and address.</p> <p>Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how they are feeling, using very basic stock expressions.</p> <p>Can state what they like and dislike.</p>
A1	<p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school).</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p>
Pre-A1	<p>Can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".</p> <p>Can recognise simple greetings.</p> <p>Can greet people, state their name and take leave in a simple way.</p>

Informal discussion (with friends or members of the team)

- includes aspects of both the interpersonal and evaluative use of language, since these tend to be interwoven in everyday interaction.
 - topics: from what to do and where to go, to abstract, complex and even unfamiliar topics and sensitive issues;
 - ability to follow the discussion: from identifying the topic, through following the main points, to keeping up with animated discussion and understanding colloquial references;
 - language functions: from discussing and (dis)agreeing in a limited way to expressing ideas with precision and dealing diplomatically with disagreement and criticism.

B1	<p>Can follow much of what is said around them on general topics, provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express their thoughts about abstract or cultural topics such as music or films.</p> <p>Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.</p>
	<p>Can generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organise an event (e.g. an outing).</p> <p>Can express beliefs, opinions and agreement and disagreement politely.</p>
A2	<p>Can generally identify the topic of discussion around them when it is conducted slowly and clearly.</p> <p>Can exchange opinions and compare things and people using simple language.</p> <p>Can discuss what to do in the evening or at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p>
	<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p>
A1	<p>Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.</p>
Pre-A1	<p><i>No descriptors available</i></p>

Formal discussion (meetings, instructions, briefings)

- more formal discussion, mainly in a professional context.
 - type of meeting and topics: from exchanges on practical problems to discussion of abstract, complex, unfamiliar issues;
 - ability to follow the discussion: from needing repetition and clarification to understanding points given prominence and keeping up with animated debate;
 - ability to contribute: from needing to rehearse and get help with formulation to probing, evaluating and challenging the contributions of others and arguing one's own position convincingly.

B1	Can follow much of what is said that is related to their field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.
	Can take part in routine formal discussion of familiar subjects which is clearly articulated in the standard form of the language or a familiar variety and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.
A2	Can generally follow changes of topic in formal discussion related to their field which is conducted slowly and clearly. Can exchange relevant information and give their opinion on practical problems when asked directly, provided they receive some help with formulation and can ask for repetition of key points if necessary.
	Can express what they think about things when addressed directly in a formal meeting, provided they can ask for repetition of key points if necessary.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Goal-oriented co-operation

- collaborative, task-focused work, which is a daily occurrence in real life, especially in professional contexts.
 - following the discussion: from understanding simple instructions explained directly to them to understanding detailed instructions reliably;
 - active contribution to the work: from simply asking for things and giving things to speculating about causes and consequences and organising the entire task.

B1	<p>Can follow what is said, though they may occasionally have to ask for repetition or clarification if the discussion is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p>
	<p>Can generally follow what is said and, when necessary, repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>
A2	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when they do not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, and asking for and giving directions.</p>
	<p>Can indicate when they are following and can be made to understand what is necessary, if the interlocutor takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.</p> <p>Can act on basic instructions that involve times, locations, numbers, etc.</p> <p>Can ask people for things, and give people things.</p>

Obtaining goods and services

- service encounters in work contexts and in restaurants, shops, banks, etc.
 - types of situation: from simple everyday transactions to disputes about responsibility and sensitive transactions in public, professional or academic life;
 - getting service: from asking for food and drink to asking detailed questions about more complex services;
 - demanding satisfaction: from making a complaint (B1) to negotiating a solution to a dispute or a sensitive transaction.

B1	<p>Can deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow-up questions as necessary.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.</p> <p>Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking a passenger where to get off for an unfamiliar destination.</p>
A2	<p>Can deal with common aspects of everyday living such as travel, lodging, eating and shopping.</p> <p>Can interact in predictable everyday situations (e.g. post office, station, shop), using a wide range of simple expressions.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices, etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p> <p>Can point out when something is wrong (e.g. "The food is cold" or "There is no light in my room").</p> <p>Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.</p>
A1	<p>Can ask people for things and give people things.</p> <p>Can ask for food and drink using basic expressions.</p> <p>Can handle numbers, quantities, cost and time.</p>
Pre-A1	<p>Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.</p>

Information exchange

- exchanging factual information
 - type of transaction: from simple questions, instructions and directions, through simple, routine exchanges, to exchanging information with other specialists;
 - type of information: from personal details, dates, prices, etc., through habits, routines, pastimes and straightforward factual information, to detailed and complex information or advice.

B1	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
	Can summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.
B1	Can find out and pass on straightforward factual information.
	Can ask for and follow detailed directions.
	Can obtain more detailed information.
	Can offer advice on simple matters within their field of experience.
A2	Can understand enough to manage simple, routine exchanges without undue effort.
	Can deal with practical everyday demands: finding out and passing on straightforward factual information.
	Can ask and answer questions about habits and routines.
	Can ask and answer questions about pastimes and past activities.
	Can ask and answer questions about plans and intentions.
	Can give and follow simple directions and instructions, e.g. explain how to get somewhere.
A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.
	Can exchange limited information on familiar and routine operational matters.
	Can ask and answer questions about what they do at work and in their free time.
	Can ask for and give directions referring to a map or plan.
	Can ask for and provide personal information.
A1	Can ask and answer simple questions about an event (e.g. ask where and when it took place, who was there and what it was like).
	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.
	Can indicate time by lexicalised phrases like "next week", "last Friday", "in November", "3 o'clock".
Pre-A1	Can express numbers, quantities and cost in a limited way.
	Can name the colour of clothes or other familiar objects and can ask the colour of such objects.
	Can tell people their name and ask other people their names.
	Can use and understand simple numbers in everyday conversations.
	Can ask and tell what day, time of day and date it is.
Pre-A1	Can ask for and give a date of birth.
	Can ask for and give a phone number.
	Can tell people their age and ask people about their age.
	Can ask very simple questions for information, such as "What is this?" and understand one- or two-word/ sign answers.

Interviewing and being interviewed

- the specialised roles associated with appointments and job applications as well as other forms of examination, general performance, etc.
 - independence from the interlocutor: from requiring direct, slow, clear standard language to acting without any support, at no disadvantage to the other person(s);
 - taking the initiative: from bringing up new subjects (B1) to participating fully, developing a point fluently and handling interjections well;
 - conducting the actual interview: from using a prepared questionnaire (B1), through departing spontaneously from prepared questions and following up and probing interesting replies, to structuring the discourse and interacting authoritatively.

B1	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor), but with limited precision.
	Can carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended.
B1	Can take some initiative in an interview/consultation (e.g. to bring up a new subject) but is very dependent on the interviewer in the interaction.
	Can describe symptoms in a simple way and ask for advice when using health services, and can understand the answer, provided this is given clearly in everyday language.
	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.
A2	Can make themselves understood in an interview and communicate ideas and information on familiar topics, provided they can ask for clarification occasionally, and are given some help to express what they want to.
	Can describe to a doctor very basic symptoms and ailments such as a cold or the flu.
	Can answer simple questions and respond to simple statements in an interview.
A1	Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.
	Can reply in an interview to simple direct questions, put very slowly and clearly in direct, non-idiomatic language, about personal details.
A1	Can state in simple language the nature of a problem to a health professional and answer simple questions such as "Does that hurt?" even though they have to rely on gestures and body language to reinforce the message.

Using telecommunications

- use of the phone and internet-based apps for remote communication
 - range of information and transactions involved: from simple messages and conversations on predictable topics like arrival times, routine messages and basic services to use for a variety of personal and professional purposes;
 - interlocutor: from a known person to unknown persons with less familiar accents;
 - length of exchange: from short, simple exchanges to extended casual conversation.

B1	Can use telecommunications for everyday personal or professional purposes, provided they can ask for clarification from time to time. Can give important details over the (video)phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car).
	Can use telecommunications to have relatively simple but extended conversations with people they know personally. Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).
A2	Can use telecommunications with their friends to exchange simple news, make plans and arrange to meet.
	Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. Can understand a simple message (e.g. "My flight is late. I will arrive at 10 o'clock."), confirm details of the message and pass it on by phone to other people concerned.

Written interaction

Written interaction concerns interactive communication through the medium of script. The number of formal and informal video-recorded chats and message exchanges has been rising rapidly, most notably through WhatsApp. In some countries, signers can now send enquiries, comments and complaints to certain service providers through a dedicated web portal. Most interactive situations are tolerant of some error and confusion and have some contextual support. There is usually an opportunity to use interaction strategies like asking for clarification or asking for help with formulation and to repair misunderstandings. The requirement to produce carefully structured, accurate text is less of a priority.

B1	Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
	Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details.
Pre-A1	Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary.

Correspondence

personal and formal correspondence, since this is an activity that some user/learners need to carry out.

- type of message: from simple, personal messages, to in-depth, personal and professional correspondence;
- type of language: from formulaic expressions to emotional, allusive and joking usage and writing with good expression in an appropriate tone and style.

B1	<p>Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film.</p> <p>Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences.</p> <p>Can reply to an advertisement in writing and ask for further information on items that interest them.</p> <p>Can compose basic formal e-mails/letters (e.g. to make a complaint and request action).</p>
	<p>Can compose personal letters describing experiences, feelings and events in some detail.</p> <p>Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).</p> <p>Can compose a basic letter of application with limited supporting details.</p>
A2	<p>Can exchange information by text message, by e-mail or in short letters, responding to questions from the other person (e.g. about a new product or activity).</p>
	<p>Can convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves.</p> <p>Can compose very simple personal letters expressing thanks and apology.</p> <p>Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).</p> <p>Can compose a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).</p>
	<p>Can compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.</p>
A1	<p>Can compose a short, simple postcard.</p> <p>Can compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.</p>
Pre-A1	<p>Can convey basic personal information in short phrases and sentences, with reference to a dictionary.</p>

Notes, messages and forms

This encompasses a range of transactional interactive writing. At the A levels it includes filling in forms with personal details. From A2 the focus is on taking or leaving messages and writing/signing short notes.

- filling in forms with personal details (Pre-A1 to A2);
- leaving and taking messages, from simple messages about time, through messages containing several points, to complex personal or professional messages;
- formulating notes: from short and simple to more developed notes to friends, service people, teachers, etc.

B1	Can take routine messages that are likely to occur in a personal, professional or academic context. Can take messages communicating enquiries and explaining problems.
	Can formulate notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important. Can take messages over the phone containing several points, provided the caller dictates these clearly and sympathetically.
A2	Can take a short, simple message provided they can ask for repetition and reformulation.
	Can formulate short, simple notes and messages relating to matters in areas of immediate need. Can fill in personal and other details on most everyday forms (e.g. to open a bank account, or to send a letter by recorded delivery).
A1	Can fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form.
	Can leave a simple message giving information regarding for instance where they have gone, or what time they will be back (e.g. "Shopping: back at 5 p.m.").
Pre-A1	Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.

Online interaction

Online communication is always mediated through a machine, which implies that it is unlikely ever to be exactly the same as face-to-face interaction. There are emergent properties of group interaction online that are almost impossible to capture in traditional competence scales focusing on the individual's behaviour in speech, signing or in writing. For instance, there is an availability of resources shared in real time. On the other hand, there may be misunderstandings that are not spotted (and corrected) immediately, as is often easier with face-to-face communication.

Some requirements for successful communication are:

- the need for more redundancy in messages;
- the need to check that the message has been correctly understood;
- ability to reformulate in order to help comprehension and deal with misunderstandings;
- ability to handle emotional reactions.

Online conversation and discussion

- conversation and discussion online as a multimodal phenomenon, with an emphasis on how interlocutors communicate online to handle both serious issues and social exchanges in an open-ended way.
 - instances of simultaneous (real-time) and consecutive interaction, the latter allowing time to prepare a draft and/or consult aids;
 - participation in sustained interaction with one or more interlocutors;
 - composing posts and contributions for others to respond to;
 - comments (for example, evaluative) on the posts, comments and contributions of others;
 - reactions to embedded media;
 - the ability to include symbols, images and other codes to make the message convey tone, stress and prosody, but also the affective/emotional side, irony, etc.

B1	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.
	Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.
A2+	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.
A2	Can introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time.
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.
A1	Can comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.
	Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet).
Pre-A1	Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.
	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.
A1	Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.
	Can post simple online greetings, using basic formulaic expressions and emoticons.
Pre-A1	Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.

A user/learner will struggle to interact successfully in an online meeting until they reach the B levels, will be able to interact in a virtual “classroom” at A2 only if carefully guided, and maybe can communicate only very superficially at A1 when posting and chatting in the “cafe”.

Goal-oriented online transactions and collaborations

- potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life.

B1	<p>Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.</p> <p>Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.</p>
	<p>Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour or event, or applying for membership.</p> <p>Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.</p> <p>Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.</p>
A2	<p>Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses).</p> <p>Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are visual aids such as images, statistics or graphs to clarify the concepts involved.</p>
	<p>Can make simple online transactions (e.g. ordering goods or enrolling in a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.</p> <p>Can ask basic questions about the availability of a product or feature.</p> <p>Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.</p>
A1	<p>Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail or telephone number).</p>
Pre-A1	<p>Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.</p>

The move towards higher levels expands from basic transactions and information exchange at the A levels towards more sophisticated collaborative project work that is goal-oriented. This can be seen as a progression from filling in predictable online forms at Pre-A1, to solving various problems in order for the transaction to take place at the B levels. Simple collaborative tasks appear at A2+, with a co-operative interlocutor, or with small group project work from B1.

Interaction strategies

Interaction strategies are linked to developing pragmatic competences. They include: “Taking the floor” (“Turntaking”), “Co-operating” and “Asking for clarification”.

They are also introduced at higher levels than A1.

Asking for clarification (can be first introduced)

A1

- Can indicate with simple words/signs, intonation and gestures that they do not understand.
- Can express in a simple way that they do not understand.

A2

- Can ask very simply for repetition when they do not understand.
- Can ask for clarification about key words/signs or phrases not understood, using stock phrases.
- Can indicate that they did not follow.
- Can signal non-understanding and ask for a word/sign to be spelt out.

B1

- Can ask for further details and clarifications from other group members in order to move a discussion forward.
- Can ask someone to clarify or elaborate what they have just said.

Taking the floor

A2

- Can use simple techniques to start, maintain or end a short conversation.
- Can initiate, maintain and close simple, face-to-face conversation.
- Can ask for attention.

B1

- Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
- Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.

Co-operating

A2

- Can indicate when they are following.

B1

- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
- Can invite others into the discussion.

Additional suggestions:

Application of the VAK model

Activities can be a major contribution to the success of a class. In addition to reinforcing and consolidating grammar rules and vocabulary, and encouraging learners to speak freely, activities can be a tool for reaching different learner types. When we create activities, we need to keep in mind the diversity of our classrooms.

Real learning occurs when we address our learners' needs and preferences, helping to create the motivation for them to participate in the activities which we offer them. They need to develop a sense of personal accountability making them responsible for their own learning. In order to do this, they need to become involved in the learning process as well as the material to be learned. By recognising our learners as individuals and helping them to reach their objectives in learning a foreign language, we provide them with the basics of a learning atmosphere which puts them into a learning state. Students who are confronted with new material as well as adults who have been working hard outside the classroom are grateful for activities which are varied, interesting and fun.

The VAK model uses materials which allow different types of learners (visual, auditory, and kinaesthetic motoric and kinaesthetic emotional learners) to perceive, process and recall information through one of these sensory channels. By creating

- activities which include pictures, words, and movement;
- activities which can be done in group work by communicating with others, or alone by thinking and reflecting;
- activities which are to be approached systematically or in a more random style,

the chances of reaching learners of all types are greatly increased. The activities also help us to create both a supportive and energetic atmosphere in the classroom.

These visual, auditory and kinaesthetic channels are often seen as filters which help us to perceive the world around us. They refer to the way we take in, store and recall information.

Here is how the benefit for the different types of learners is explained in the introduction of *Communicative Business English Activities*, by Marjorie Rosenberg, Express Publishing, 2018. The book applies this method and provides a number of appropriate relevant activities to perform in class in all grades.

Visual learners like to see things written down. They enjoy activities with pictures or words they can see and enjoy putting things into categories. They may remember where they have seen something so activities which make use of putting things in a different order can help them to remember better later.

Auditory learners need to listen or speak. They enjoy activities where they can exchange information orally with a partner or in a group. As they tend to learn sequentially, it is helpful for them to change the order of what they have learned, an element built into these activities.

Kinaesthetic motoric learners need to try things out for themselves. They learn by doing and through real-life experiences. They also enjoy activities using flashcards, role plays and board games. They often learn by moving about so having activities which combine movement and words can help them to recall the material later when they need it.

Kinaesthetic emotional learners rely on their feelings and need to connect what they learn with both positive and personal experiences. They like to be creative and imaginative, important aspects of these flexible activities. As they may need to separate themselves from their emotions, taking on a new role and observing themselves from outside the situation can be helpful for them in the learning process.

Teacher's Guides to the Express Publishing Textbooks include specially designed activities for communication and interaction under the rubric Ending the class/Rounding up. For example: Activities with a focus on vocabulary involving communicative activities among students (moving, talking, collaborating, word hunt, guessing, etc.)

Review the unit vocabulary

- **Split the class into two teams.** Have one person from each team sit with their back facing the board. Write a vocabulary word on the board (kitchen, cook, appliance, refrigerator, freezer, dishwasher, sink, stove, oven, countertop). The first person with their back facing the board to guess the correct answer gets one point for their team. Switch the students who are guessing. Continue until you have reviewed all of the vocabulary. (example of the activity Cooking, Express Publishing, Book 1 **Unit 1** Rounding up after Exercise 9 Writing)
- **With books closed,** ask a volunteer to come up to the board and write a word/phrase from the unit. The rest of the class decides if it is spelled correctly. Then ask for a volunteer to say the definition of the word/phrase. The rest of the class decides if the definition is correct. Once the correct spelling and definition have been established ask for another volunteer to come to the board and write a different word/phrase from the unit. Continue in the same manner until all of the unit vocabulary has been reviewed. (example of the activity Cooking, Express Publishing, Book 1 **Unit 2** rounding up after Exercise 9 Writing)
- **Draw a pyramid on the board.** Make sure that the pyramid has the same number of squares as there are words in the unit. Number the squares on the pyramid on the board. Split students into pairs. Tell both students to copy down the pyramid. Have Student A write down one word in each square. Instruct Student A not to show Student B his/her pyramid. Student A should describe each of the words without saying the word. Student B should write down the word he/she thinks Student A is describing in the corresponding square. Tell students that they have two minutes to write down as many of the words as possible. When students have finished, have them compare the pyramids. Then have students switch roles and repeat. When all of the pairs have finished, invite volunteers to share their pyramids with the class. (examples of the activity Cooking, Express Publishing, Book 1 **Unit 10 Rounding up after Exercise 9 Writing,**)
- **Split the students into groups of three or four. Invite** one member from each group to the board. Tell them a word. Instruct the students at the board to each write a sentence using the word. Remind students that the sentence must show that they understand the meaning of the word. When the students have finished writing their sentences, they must sit down. Then their teammates have the chance to correct the sentence or approve it. After one of the teams approves the sentence, all of the teams must stop working. As a class, check each of the teams' sentences. Each team that

uses the word correctly gets a point. Repeat with different students at the board. Continue until all of the vocabulary has been reviewed. The team with the most points wins. (example of the activity Cooking, Express Publishing, Book 1 **Unit 15 Rounding up after Exercise 9 Writing**)

- **Divide the students into two teams.** Have one student from each team come to the front of the room. Call out one of the vocabulary words. The first student who slaps the desk gets the opportunity to say the definition of the word. If the student gets the definition correct, his/her team gets a point. If he/she gets the definition incorrect, his/her team loses a point and the other team gets the chance to define the word a steal a point. The player that defines the word gets the opportunity to get a bonus point using the word in a sentence correctly. Switch players that are at the front of the room. Repeat until all of the vocabulary words have been reviewed. The team with the most points wins. (example of the activity Cooking, Express Publishing, Book 1 **Unit 12 Rounding up after Exercise Writing**)
- Review the vocabulary from the unit. Give descriptions for students to say the corresponding word/phrase.
T: The meat from young sheep
S1: Lamb
T: A man who cuts and sells meat.
S2: Butcher.
T: Meat from a pig.
S3: Pork
T: Meat from a calf.
S4: Veal
T: A patty made from ground meat.
S5: Burger
T: Meat from the front chest of a chicken.
S6: Breast
Etc.
(example of the activity Cooking, Express Publishing, Book 2 Unit 1 Rounding up after Exercise 9 Writing).
- **Write down the vocabulary on separate pieces of paper and keep** the words in one pile. Write the definitions of the vocabulary on separate pieces of paper. Keep the definitions in another pile. Give each student one of the words/phrases from the unit and one of the definitions. Make sure that they do not match up. Tell students to ask each other for the definitions for their words/phrases but not to read their definitions to the other students. Do not allow students to show each other the slips of paper that they have. If a student has the definition that the other students asks for, he/she should give it to them. When all students have the definitions for their words/phrases, have each one read them out and check if they are correct. Then invite volunteers to make sentences with the words/phrase they have. Continue until all the vocabulary has been reviewed. (examples of the activity Cooking, Express Publishing, Book 2 Unit 3, Rounding up before Exercise 9 Writing)
- **Have students stand in a circle.** Play music and have the students throw a paper ball around the circle. Pause the music and call out a word. The students that is holding the ball must define the word. If he/she defines the word correctly, he/she should

continue standing in the circle. If he/she defines the word incorrectly, he/she must sit down. Continue until all the vocabulary has been defined correctly. Alternatively, you may have students use the words in sentences instead of defining them. (example of the activity Cooking, Express Publishing, Book 2 Unit 8 Exercise 9 Writing)

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For more examples for Review of unit vocabulary activities consult the relevant Teacher's Guide.

GLOSSARY

Cooking, Express Publishing, 2022

Book 1

- **aftertaste**

An **aftertaste** is a flavor that remains in the mouth after a substance has been swallowed.

- **appliance**

An **appliance** is a machine in a kitchen, usually powered by electricity, that performs a particular function.

- **aside**

If something is put **aside**, it is not being used immediately but is being kept for future use.

- **bacteria**

Bacteria are tiny living things that can cause diseases.

- **bake**

To **bake** something is to cook something slowly with indirect heat in an oven.

- **bake pan**

A **bake pan** is a rectangular pan with shallow walls for cooking food in the oven.

- **baker**

A **baker** is a kitchen worker who bakes breads, muffins, and other baked goods.

- **bartender**

A **bartender** is a restaurant worker who makes and serves alcoholic drinks.

- **beat**

To **beat** something is to mix something quickly and vigorously until it is smooth.

- **bench knife**

A **bench knife** is a knife with a wide, rectangular blade that is used for dividing dough and scraping cutting boards.

- **bitter**

If something is **bitter**, it has a sharp flavor with no sweetness.

- **blend**

To **blend** something is to thoroughly mix two or more ingredients together so that they are no longer in individual pieces.

- **blender**

A **blender** is an appliance that cuts food into very small pieces and mixes it into a liquid.

- **boning knife**

A **boning knife** is a thin knife with a pointed blade that is used for separating raw meat from bone.

- **broiler cook**

A **broiler cook** is a kitchen worker who prepares meat that is broiled, grilled, or roasted.

- **burn**

To **burn** something is to damage something with too much heat.

- **bus**

To **bus** a table is to clear it of used dishes and waste.

- **busser**

A **busser** is a restaurant worker who clears tables.

- **butcher knife**

A **butcher knife** is a knife with a heavy, curved blade that is used for cutting meat.

- **calorie**

A **calorie** is a unit that measures the amount of energy that a particular food produces in the body.

- **carbohydrate**

A **carbohydrate** is a substance in food that provides the body with heat and energy.

- **cashier**

A **cashier** is a restaurant worker who takes payments from customers before or after a meal.

- **Celsius**

If a measurement is in **Celsius**, it uses the temperature scale in which water boils at 100 degrees and freezes at 0 degrees.

- **chef**

A **chef** is a person who cooks professionally.

- **chef de cuisine**

A **chef de cuisine** is a chef who has authority in a kitchen and oversees all kitchen operations.

- **chop**

To **chop** something is to cut something into medium to small irregular pieces.

- **cleaver**

A **cleaver** is a knife with a wide, square-nosed blade that is used to chop through bone.

- **colander**

A **colander** is a bowl with many small holes that is used for draining the liquid from something.

- **combine**

To **combine** something is to put two or more things together so that they become one.

- **contaminate**

To **contaminate** something is to make it dirty or impure by adding an outside material or agent.

- **cook**

To **cook** food is to apply heat to it in preparation for eating it.

- **cook's helper**

A **cook's helper** is a kitchen worker who assists the chefs by cleaning, preparing, and sometimes serving food.

- **cool**

To **cool** is to decrease in temperature.

- **countertop**

A **countertop** is a flat surface in a kitchen that is used to hold and prepare food.

- **cup**

A **cup** is a unit for measuring ingredients that equals sixteen tablespoons or eight fluid ounces.

- **cutting board**

A **cutting board** is a flat piece of wood that is used to protect a countertop from knives.

- **dash**

A **dash** is an imprecise unit for measuring ingredients that is approximately 1/8 teaspoon.

- **deep fryer**

A **deep fryer** is an appliance that fries food by immersing it in fat or oil.

- **dice**

To **dice** something is to cut something into regular cubes.

- **diet**

A **diet** is the set of foods that a person eats regularly.

- **dishwasher**

A **dishwasher** is a kitchen appliance that cleans dishes with powerful streams of hot water.

- **dishwasher**

A **dishwasher** is a kitchen worker who is responsible for general cleaning and maintenance, especially washing dishes.

- **disposal**

Disposal is the act of removing or storing waste.

- **dissolve**

To **dissolve** is to turn from a solid into a liquid by sitting in a liquid for a period of time.

- **double boiler**

A **double boiler** is a set of two pots with one pot set inside the other and suspended just above the bottom surface.

- **drain**

To **drain** something is to remove liquid from something by letting it flow away through a strainer or similar tool.

- **drop**

A **drop** is a very small unit for measuring ingredients that is approximately 1/100 teaspoon.

- **drop**

To **drop** something is to let something fall gently.

- **dull**

If something is **dull**, it has an edge that is not sharp.

- **equal**

To **equal** something is to be precisely the same number or amount as something.

- **expiration date**

An **expiration date** is a date printed on a product that indicates when it will no longer be fresh or safe to consume.

- **Fahrenheit**

If a measurement is in **Fahrenheit**, it uses the temperature scale in which water boils at 212 degrees and freezes at 32 degrees.

- **fat**

Fat is an oily substance in food that provides calories for the body.

- **fire hazard**

A **fire hazard** is a condition that increases the likelihood that something will cause a fire.

- **first cook**

A **first cook** is a kitchen worker who prepares soups, sauces, and boiled dishes.

- **flavor**

A **flavor** is a quality that someone can taste in the mouth.

- **fluid ounce**

A **fluid ounce** is an imperial unit of volume equal to 1/128 gallon or about 29.57 milliliters.

- **food poisoning**

Food poisoning is an illness that is caused by consuming certain bacteria in food.

- **food processor**

A **food processor** is an appliance that chops and mixes food.

- **food pyramid**

A **food pyramid** is a chart that recommends how much of different types of food to eat for balanced nutrition.

- **food runner**

A **food runner** is a restaurant worker who supports the servers by carrying food from the kitchen to the customers' tables.

- **fork**

A **fork** is a utensil with two or more prongs that is used to hold meat while slicing or for serving.

- **freezer**

A **freezer** is a kitchen appliance that preserves food by storing it below 0 degrees Celsius or 32 degrees Fahrenheit.

- **French knife**

A **French knife** is a versatile medium-sized knife with a curved, pointed blade that is used for general slicing, chopping, and mincing.

- **front-of-house**

If something is **front-of-house**, it relates to people or situations that occur in the public part of a restaurant.

- **fry cook**

A **fry cook** is a kitchen worker who handles frying, both on the stovetop and in the deep fryer.

- **frying pan**

A **frying pan** is a pan similar in shape to a skillet, but is much lighter and can be lifted and moved easily.

- **gallon**

A **gallon** is an imperial unit of volume equal to 128 fluid ounces or about 3.79 liters.

- **gram**

A **gram** is a metric unit of weight equal to 1/1000 kilogram or about 0.035 ounces.

- **grate**

To **grate** something is to shred food finely by rubbing it against a rough surface.

- **grater**

A **grater** is a tool with many small metal blades that is used for cutting food into small pieces.

- **grease**

To **grease** something is to spread a thin layer of oil or fat over something.

- **heat**

To **heat** something is to increase the temperature of something.

- **heat lamp**

A **heat lamp** is a device that keeps food warm after it is cooked until it is ready to be served.

- **host**

A **host** is a restaurant worker who greets customers and directs them to their tables, and often performs other miscellaneous tasks.

- **ice maker**

An **ice maker** is an appliance that freezes water into ice cubes or pellets.

- **imperial**

If a measurement is **imperial**, it uses the system that is based on the ounce and the gallon.

- **inspection**

An **inspection** is the act of examining something carefully to see if it has certain qualities.

- **irregular**

If something is **irregular**, it is not uniform or standardized.

- **kilogram**

A **kilogram** is a metric unit of weight equal to 1000 grams or about 2.2 pounds.

- **kitchen**

A **kitchen** is a room where chefs prepare and cook food.

- **knife**

A **knife** is a utensil with a sharp edge for cutting things.

- **label**

A **label** is a piece of printed information attached to something.

- **ladle**

A **ladle** is a utensil with a deep bowl at the head for scooping liquids like soup.

- **liter**

A **liter** is a metric unit of volume equal to 1000 milliliters or about 33.8 fluid ounces.

- **manager**

A **manager** is a person who runs a business or supervises some part of a business.

- **measuring cup**

A **measuring cup** is a round container in a standard size, larger than a measuring spoon, that is used to measure out ingredients.

- **measuring spoon**

A **measuring spoon** is a round spoon in a standard size, smaller than a measuring cup, that is used to measure out ingredients.

- **metric**

If a measurement is **metric**, it uses the system that is based on the gram and the liter.

- **microwave**

A **microwave** is a small type of oven that heats food very quickly with short waves of energy.

- **milliliter**

A **milliliter** is a metric unit of volume equal to 1/1000 liter or about 0.03 fluid ounces.

- **mince**

To **mince** something is to cut something into very small irregular pieces.

- **minty**

If something is **minty**, it has a flavor that produces a cooling sensation in the mouth.

- **mixer**

A **mixer** is a handheld appliance with rotating blades that combines ingredients together.

- **nutrition**

Nutrition is the process of consuming substances that promote the body's health and growth.

- **ounce**

An **ounce** is an imperial unit of weight equal to 1/16 pound or about 28.35 grams.

- **oven**

An **oven** is a kitchen appliance that heats food in an enclosed space.

- **pan**

A **pan** is a shallow container that holds food during cooking.

- **paring knife**

A **paring knife** is a small knife with a pointed blade that is used for cutting fruits and vegetables.

- **pastry chef**

A **pastry chef** is a kitchen worker who is responsible for the dessert menu and supervises the baking of cakes, cookies, and other pastries.

- **pest**

A **pest** is a creature that is not wanted in a particular environment, such as a mouse in a kitchen.

- **pinch**

A **pinch** is an imprecise unit for measuring ingredients that is approximately 1/2 dash or 1/16 teaspoon.

- **pint**

A **pint** is a unit for measuring ingredients that equals two cups or 16 fluid ounces.

- **portion**

A **portion** is the amount of a particular food that someone eats at one time or for one meal.

- **pot**

A **pot** is a deep container that holds food during cooking.

- **pound**

A **pound** is an imperial unit of weight equal to 16 ounces.

- **pour**

To **pour** something is to let something flow out of a container, usually into another container.

- **pressure cooker**

A **pressure cooker** is an appliance that cooks food using steam pressure.

- **protein**

Protein is a fibrous substance in food that provides calories for the body.

- **recipe**

A **recipe** is a set of instructions and list of ingredients for making a particular food.

- **refrigerator**

A **refrigerator** is a kitchen appliance that preserves food by storing it at a low temperature that is above freezing.

- **room temperature**

Room temperature is the typical temperature indoors.

- **salty**

If something is **salty**, it has a flavor produced by sodium, or salt.

- **sauce pan**

A **sauce pan** is a small, moderately shallow pot with one handle, used on the stove top.

- **savory**

If something is **savory**, it has a flavor produced by meat or animal products.

- **scale**

A **scale** is a device that measures the weight of something.

- **scoop**

A **scoop** is a utensil with a deep bowl at the head for scooping and measuring out dry ingredients.

- **seat**

To **seat** someone is to direct a customer to a particular table in a restaurant.

- **server**

A **server** is a restaurant worker who serves beverages, relays orders from customers to the kitchen, and brings food from the kitchen to customers' tables.

- **sharp**

If something is **sharp**, it has a very thin edge that cuts easily.

- **sheet pan**

A **sheet pan** is a wide, flat pan used for baking.

- **sift**

To **sift** something is to remove chunks from a powdery substance by running it through a piece of mesh.

- **sink**

A **sink** is a bowl set into a countertop with a faucet for running water into it and a drain for removing water from it.

- **skillet**

A **skillet** is a heavy iron pan with very shallow walls that is used for frying.

- **slippery**

If something is **slippery**, it is very smooth or wet and might cause someone to fall down.

- **smidgen**

A **smidgen** is an imprecise unit for measuring ingredients that is approximately 1/2 pinch.

- **sodium**

Sodium is an element that is found in salt and other substances in food or added to food.

- **soiled**

If something is **soiled**, it has become dirty.

- **sour**

If something is **sour**, it has a flavor often produced by acids in citrus fruits like lemons.

- **sous-chef**

A **sous-chef** is a kitchen worker who is second in command to the chef de cuisine and supervises other kitchen staff.

- **spatula**

A **spatula** is a utensil with a flat, flexible head for scraping and spreading.

- **spicy**

If something is **spicy**, it has a flavor that produces a burning sensation in the mouth.

- **spill**

A **spill** is an accident in which liquid drops onto the floor or over another surface.

- **spoon**

A **spoon** is a utensil with a curved head for scooping or stirring.

- **spoonful**

A **spoonful** is an imprecise unit for measuring ingredients that is approximately a tablespoon.

- **steel**

A **steel** is a utensil with a long, magnetic rod that is used to keep knives sharp.

- **stir**

To **stir** something is to mix something by moving a utensil through it.

- **stock pot**

A **stock pot** is a large, high-walled pot with handles on either side for two-handed lifting, used on the stove top.

- **store**

To **store** something is to hold something in a particular place until it is used.

- **stove**

A **stove** is a kitchen appliance that heats food on an open surface.

- **strain**

To **strain** something is to injure something by putting too much weight on it or by stretching it in an unsafe way.

- **strainer**

A **strainer** is a metal bowl with small holes that sits in a pot opening and is used for draining liquid from cooked food.

- **sweet**

If something is **sweet**, it has a flavor usually produced by sugars.

- **tablespoon**

A **tablespoon** is a unit for measuring ingredients that equals three teaspoons or 1/2 fluid ounce.

- **taste**

To **taste** is to produce the flavor of something in the mouth. (often followed by an adjective)

- **taste bud**

A **taste bud** is an organ in the mouth that receives the flavor of something.

- **teaspoon**

A **teaspoon** is a unit for measuring ingredients that equals 1/3 tablespoon.

- **thermometer**

A **thermometer** is a device that measures how hot or cold something is.

- **toaster**

A **toaster** is an appliance that toasts bread.

- **tongs**

Tongs are a U-shaped utensil that clamps around something to pick it up.

- **toss**

To **toss** something is to lightly mix two or more ingredients together, still leaving them in individual pieces.

- **trained**

If someone is **trained**, he or she has been taught how to do something.

- **utensil**

A **utensil** is a simple object or device that is used to perform a particular function in the kitchen.

- **vegetable cook**

A **vegetable cook** is a kitchen worker who handles vegetable preparation, cleaning, and cooking.

- **vitamin**

A **vitamin** is a substance in food that promotes health in a particular part or function of the body.

- **waitstaff**

The **waitstaff** is the group of restaurant workers who take orders and bring food to customers, including servers and food runners.

- **whisk**

A **whisk** is a utensil with several loops of metal wire at the head for stirring and beating ingredients.

Book 2

- **appetizer**

An **appetizer** is a small course that is served before an entrée.

- **aroma**

An **aroma** is a strong, usually pleasant smell.

- **bacon**

Bacon is a type of meat that comes from a pig and is fried in strips.

- **baked pasta**

Baked pasta is a type of pasta dish that is cooked in the oven.

- **bean**

A **bean** is a legume seed that comes from a climbing plant.

- **beef**

Beef is the meat of a cow, bull, or ox and is consumed as food.

- **berry**

A **berry** is a type of small fruit with many small seeds. Blackberries, strawberries, and grapes are examples of berries.

- **blanch**

To **blanch** something is to boil something for a very short time.

- **box lunch**

A **box lunch** is a meal for one person that is packaged in a bag or a box.

- **bran**

Bran is the outer layer of a grain that often contains much of the grain's nutritional value.

- **bread**

A **bread** is a food that is made with flour, water, and other ingredients.

- **breakfast**

Breakfast is a meal that is eaten early in the day.

- **breast**

A **breast**, such as a chicken breast, is meat from the front of the chest.

- **brown rice**

Brown rice is rice with the layer of bran intact.

- **brownie**

A **brownie** is a dense type of chocolate cake.

- **bulb vegetable**

A **bulb vegetable** is a plant that has an edible round part that grows underground. Onions and garlic are examples of bulb vegetables.

- **burger**
A **burger** is a patty made from ground meat, usually beef, that is often served in a sandwich.
- **butcher**
A **butcher** is a person who prepares and sells meat.
- **butter**
Butter is condensed fat extracted from cream that is solid when cold and liquid when very hot.
- **cake**
A **cake** is a baked food made with flour, sugar, and other ingredients, that usually has a light, moist texture.
- **canned**
If something is **canned**, it has been sealed in a metal or glass container to preserve it.
- **caramel**
Caramel is a substance made from sugar, butter, and milk, and may be in the form of a syrup or a hard candy.
- **cereal**
A **cereal** is a food made from grains that is usually eaten with milk for breakfast.
- **cheese**
A **cheese** is a solid or semi-solid substance that is made from milk.
- **chocolate**
If something is **chocolate**, it is made with sugar and a certain type of bean to flavor a sweet, rich candy or dessert.
- **choux pastry**
A **choux pastry** is light pastry with a filling, usually cream.
- **citrus**
If a fruit is **citrus**, it is a thick-skinned, juicy fruit with a sour flavor that typically grows in warm climates. Oranges, lemons, and grapefruits are examples of citrus fruits.
- **clam**
A **clam** is a shellfish that has a smooth, two-part shell that creates a protective pocket for its body.
- **cobbler**
A **cobbler** is a sweet food that is made by baking fruit in a thick pastry crust.
- **coffee**
Coffee is a brown drink that is made by brewing a certain type of bean in water.

- **come with**
If something **comes with** a meal, it is to be served with the meal and already be included in the price.
- **complement**
If two flavors **complement** one another, they work well together to create a pleasing combined flavor.
- **cone**
A **cone** is a cookie molded into the shape of a bowl or cup for holding ice cream.
- **corn**
Corn is a large grain that comes from tall plants.
- **course**
A **course** is a part of a meal that is served by itself.
- **cream**
Cream is the thick part of milk that contains fat.
- **cream cheese**
Cream cheese is a very soft cheese that is made with cream and milk.
- **crisp**
If something is **crisp**, it is dry and stiff.
- **croissant**
A **croissant** is a flaky pastry with a curved shape that may or may not contain a filling.
- **crust**
A **crust** is a hard outer layer on a loaf of bread.
- **cultured**
If a food is **cultured**, it has been fermented with non-harmful bacteria, usually to improve its shelf life and make it more digestible.
- **cupcake**
A **cupcake** is a baked food that is similar to a cake, but is baked in small, individual servings with a special baking pan.
- **custard**
A **custard** is a sweet, creamy filling that is often found in pastries.
- **dairy**
If something is **dairy**, it is related to products made from milk.
- **Danish**
A **Danish** is a pastry topped with fruit or icing.
- **decorate**
To **decorate** something is to add features that improve the appearance of something.

- **deli**

A **deli** is a casual restaurant where sandwiches are often sold.

- **delicate**

If something is **delicate**, it breaks or falls apart easily.

- **dessert**

A **dessert** is a sweet food that is typically eaten after a main meal.

- **dinner**

Dinner is a large meal eaten towards the end of the day.

- **dinner menu**

A **dinner menu** is a list of items that are only available during particular hours in the evening.

- **dish**

A **dish** is a serving of prepared food.

- **dough**

Dough is the soft mixture of pastry or bread ingredients before it is baked.

- **doughnut**

A **doughnut** is a fried pastry that is usually ring-shaped.

- **dressed**

If a fish is **dressed**, its head, fins, and internal organs have been removed.

- **dried**

If a herb is **dried**, it has lost its moisture, usually for storage purposes.

- **egg**

An **egg** is a round object with a hard shell that comes from a bird and is used as food.

- **entrée**

An **entrée** is the main part of a meal, and is usually the largest course.

- **evaporated milk**

Evaporated milk is concentrated milk from which most of the water has been removed.

- **fiber**

Fiber is a plant material that is not digested by the human body but aids in the digestion of other substances.

- **fillet**

A **fillet** is a piece of fish cut from along the side of its body.

- **fish**

A **fish** is a creature with scales and fins that lives in water.

- **flaky**

If something is **flaky**, it has thin, light layers.

- **flatbread**

Flatbread is bread that is not leavened, so it is flatter and denser than other types of bread.

- **formal**

If something is **formal**, it requires that people follow proper manners or procedures, or wear nice clothing.

- **fresh**

If something is **fresh**, it has been recently picked or gathered and is still in its natural state.

- **fried**

If something is **fried**, it is cooked in oil or fat.

- **frosting**

Frosting is a light, creamy substance that is used to cover baked foods like cakes.

- **frozen**

If something is **frozen**, it has been stored at a very low temperature to preserve it.

- **frozen yogurt**

Frozen yogurt is a soft dessert made with yogurt and sugar.

- **fruit**

A **fruit** is a sweet food that comes from the seed-producing part of a plant or tree.

- **garlic**

Garlic is a bulb plant with a strong smell and taste, used to season food.

- **grain**

A **grain** is a plant seed that is used as a food.

- **green bean**

A **green bean** is a legume which is picked early and eaten in the seed pod.

- **ground**

If a herb is **ground**, it has been crushed into a powder.

- **ham**

Ham is meat from the upper portion of a pig's leg.

- **hash browns**

Hash browns are potatoes that have been grated and fried with seasoning.

- **herb**

A **herb** is any plant with leaves, seeds, or flowers which can be used in food flavoring.

- **hot**

If a food is **hot**, it is spicy to the taste.

- **hot fudge**

Hot fudge is a thick syrup made with chocolate.

- **ice cream**

Ice cream is a frozen mixture of cream, sugar, and other ingredients, that is eaten as a dessert.

- **inflorescent vegetable**

An **inflorescent vegetable** is a plant that has an edible flower. Broccoli and artichokes are examples of inflorescent vegetables.

- **informal**

If something is **informal**, it is relaxed or casual.

- **ingredient**

An **ingredient** is an item or substance that is used to make a particular food.

- **juice**

A **juice** is a liquid that is extracted from a fruit.

- **lamb**

Lamb is meat that comes from a young sheep.

- **lasagna**

A **lasagna** is a baked pasta dish that is made with wide, flat pasta between layers of sauce, cheese, and other ingredients.

- **leaf**

A **leaf** is the part of a plant that is broad and flat, attached to the stem.

- **leaf vegetable**

A **leaf vegetable** is a plant that has an edible leaf. Lettuce and spinach are examples of leaf vegetables.

- **leavened**

If dough is **leavened**, it expands when it is baked.

- **legume**

A **legume** is a plant with seeds that grows in long casings, or pods, which are used as a food.

- **loaf**

A **loaf** is a unit of baked bread, usually in a round or rectangular shape.

- **lobster**

A **lobster** is a shellfish with claws and a hard shell.

- **long pasta**

Long pasta is pasta that is long and thin in shape.

- **lunch**

Lunch is a meal that is eaten at midday.

- **lunch break**

A **lunch break** is a period of time during which someone stops working or is allowed to stop working in order to eat lunch.

- **lunch menu**

A **lunch menu** is a list of items that are only available during particular hours in the midday.

- **macaroni**

Macaroni is a type of short, curved, and tubular pasta.

- **marshmallow**

A **marshmallow** is a white, doughy food made with eggs and sugar.

- **meat**

A **meat** is the flesh of an animal, consumed as food.

- **melon**

A **melon** is a large, juicy fruit with very hard skin. Watermelons, cantaloupes, and honeydews are examples of melons.

- **menu**

A **menu** is a list of dishes that are available in a particular restaurant.

- **milk**

Milk is a white liquid that is produced by cows or other animals that is consumed by people and processed into other products.

- **milkshake**

A **milkshake** is a thick, cold dessert made with milk, ice cream, and sometimes other ingredients.

- **minute pasta**

Minute pasta is pasta in the shape of small pellets or grains.

- **muffin**

A **muffin** is a small, round, baked product that is often eaten at breakfast.

- **noodle**

A **noodle** is one piece of pasta, often in the shape of a thin strip.

- **noon**

Noon is 12:00 PM, or a time in the middle of the day.

- **omelet**

An **omelet** is a dish made by scrambling eggs and then folding them over other ingredients, such as cheese, meat, or vegetables.

- **overcook**

To **overcook** something is to heat it for too long so that it takes on undesirable qualities.

- **oyster**

An **oyster** is a shellfish that has a rough, two-part shell that creates a protective pocket for its body.

- **pancake**

A **pancake** is a flat, round food that is made by pouring a batter onto a hot surface.

- **parfait**

A **parfait** is a cold dessert made with layers of ice cream or frozen yogurt, fruit, and syrup.

- **pasta**

A **pasta** is a food made with flour and water that comes in different shapes for different types of dishes.

- **pasta salad**

A **pasta salad** is a typically cold dish that is made with short pasta, vegetables, and other ingredients.

- **pasteurized**

If a food is **pasteurized**, it is heated to a very high temperature to kill bacteria that might harm people who consume it.

- **pastry**

A **pastry** is small baked product made with flour, butter, and other ingredients, that is usually sweet.

- **peel**

To **peel** something is to remove the outer layer from something.

- **pepper**

Pepper is a spicy powder made of dried and ground peppercorn, used to season food.

- **phyllo pastry**

A **phyllo pastry** is a very thin pastry that is stretched around a filling such as cheese or thick syrup.

- **pie**

A **pie** is a sweet food that is made by baking ingredients, such as custard, in a pastry crust.

- **poached**

If something is **poached**, it is cooked in a small amount of hot water.

- **pork**

Pork is the meat of a pig consumed as food.

- **poultry**

Poultry is a category of domestic birds, like chickens or turkeys, that are raised for their meat.

- **pudding**

Pudding is a sweet, creamy food that is made with milk and other ingredients.

- **puff pastry**

A **puff pastry** is a pastry that expands into light, flaky layers when baked.

- **raw**

If something is **raw**, it is in its natural state and has not been cooked or processed.

- **rice**

Rice is a food that grows from a grass in very small grains.

- **roe**

Roe is a cluster of fish's eggs.

- **root vegetable**

A **root vegetable** is a plant that has an edible root, or part underground that absorbs water. Carrots and radishes are examples of root vegetables.

- **salt**

Salt is a crystalline substance composed of sodium chloride, used to season food.

- **sandwich**

A **sandwich** is a meal made by placing ingredients between two pieces of bread.

- **sausage**

A **sausage** is ground meat that has been pressed into a round, narrow form.

- **scrambled**

If something is **scrambled**, it is mixed together thoroughly before it is cooked.

- **seafood**

Seafood is food made with fish or shellfish.

- **season**

To **season** food is to add flavor using spices or herbs.

- **shape**

A **shape** is the physical form of something.

- **shellfish**

A **shellfish** is a creature that has a hard exterior and typically lives along the floor of a body of water.

- **short pasta**

Short pasta is pasta that is small, thick and often round in shape.

- **shortcrust pastry**

A **shortcrust pastry** is a dense pastry that serves as the base or crust for a dessert such as a pie.

- **shrimp**

A **shrimp** is a shellfish with a narrow body, the tail of which is typically eaten.

- **shuck**

To **shuck** something is to strip the outer covering from something.

- **side**

A **side** is a small dish that is served along with the entrée.

- **sirloin**

Sirloin is meat, usually beef, from the upper part of the loin.

- **skim**

If milk is **skim**, the fat has been removed from it.

- **smoothie**

A **smoothie** is a mixture of fruit and sometimes other ingredients blended into a thick liquid.

- **snack**

A **snack** is an amount of food that is smaller than a meal and is often eaten in between meals.

- **sorbet**

Sorbet is a sweet, frozen dessert that is made from fruit juice.

- **sourdough**

Sourdough is bread made with flour that ferments before it is baked, producing a slightly sour flavor.

- **spaghetti**

Spaghetti is a type of long, round, medium-width pasta.

- **special**

A **special** is a meal that is being offered by a restaurant on a particular day and is not on the regular menu.

- **spice**

A **spice** is a vegetable-based substance with a strong aroma, used to season food.

- **spoil**

To **spoil** is to lose freshness or become decayed.

- **sprinkles**

Sprinkles are a very small type of candy that are used as a topping for ice cream and other desserts.

- **squeeze**

To **squeeze** something is to firmly press its sides together.

- **stale**

If something is **stale**, it is no longer fresh and usually tastes bad.

- **stalk vegetable**

A **stalk vegetable** is a plant that has an edible stem, or long part above the ground.

Asparagus and celery are examples of stalk vegetables.

- **staple**

A **staple** is a food that is very commonly eaten and is a main source of nutrition.

- **steak**

Steak is a type of beef from the hindquarters of the cow or bull.

- **stuffed pasta**

Stuffed pasta is a type of pasta dish with ingredients inserted inside pockets of pasta.

- **sugar**

Sugar is a white, powdery substance that is used to make sweet foods.

- **sugar-free**

If something is **sugar-free**, it is sweetened with a substance other than sugar.

- **syrup**

A **syrup** is a thick liquid that usually has a sweet flavor.

- **thaw**

To **thaw** something is to heat it so that it is no longer frozen.

- **to go**

If a meal is prepared **to go**, it is packaged for easy transportation so that someone can take it out of a restaurant and eat it somewhere else.

- **toast**

Toast is bread that has been heated briefly to make it crisp and brown on the outside.

- **topping**

A **topping** is an ingredient that is added on top of a dish at the end of the preparation process.

- **tree fruit**

A **tree fruit** is a fruit that grows from a tree. Apples, pears, and peaches are examples of tree fruits.

- **tropical**

If a fruit is **tropical**, it grows in very warm, wet climates. Bananas, pineapples, and mangoes are examples of tropical fruits.

- **tuber vegetable**

A **tuber vegetable** is a plant that has an edible thick stem that grows underground. Potatoes and yams are examples of tuber vegetables.

- **vanilla**

If something is **vanilla**, it has a flavor that comes from a certain type of tropical bean.

- **veal**

Veal is the meat of a calf consumed as food.

- **vegetable**

A **vegetable** is a leaf, stem, root, or other part of a plant that is eaten.

- **vitamin C**

Vitamin C is a substance found in some foods that contributes to healthy skin, bones, and immune function.

- **wheat**

Wheat is a type of grain that is used commonly to make breads and other flour-based foods.

- **white bread**

White bread is bread that is made using flour without bran.

- **white rice**

White rice is rice with the layer of bran removed.

- **whole**

If a fish is **whole**, it has not been altered or cut open since it was removed from the water.

- **whole grain**

If something is **whole grain**, it is made with grain with the layer of bran still intact.

- **whole wheat bread**

Whole wheat bread is brown bread that is made with flour containing bran.

- **wild rice**

Wild rice is a grain that grows from a particular shallow-water grass, and is usually black.

- **wine**

A **wine** is an alcoholic drink that is made from grapes and is often served in formal environments.

- **yogurt**

A **yogurt** is a soft substance that is made by adding non-harmful bacteria to milk.

Book 3

- **accredited**

If something is **accredited**, it follows certain standards that are defined by an official organization.

- **agitation**

Agitation is stirring or shaking movement.

- **all-you-can-eat**

If something is **all-you-can-eat**, it allows customers to have as much food as they want for a fixed price.

- **apprentice**

An **apprentice** is a person who learns a job by working with someone who is experienced in that job.

- **arrangement**

An **arrangement** is the way that something is placed or organized.

- **associate's degree**

An **associate's degree** is a status indicating that someone has completed a training program, usually after two years of study, and is qualified to practice a particular profession. An associate's degree is less advanced than a Bachelor's degree.

- **Bachelor's degree**

A **Bachelor's degree** is a status indicating that someone has completed a training program, usually after four years of study, and is qualified to practice a particular profession. A Bachelor's degree is more advanced than an associate's degree.

- **baked goods**

Baked goods are foods that are made by cooking dough in an oven.

- **baking soda**

Baking soda is a mild leavening agent that is commonly used in pastries and other baked goods.

- **banquet**

A **banquet** is a formal meal that is served to a large group of people.

- **barbecue braising**

Barbecue braising is a cooking method that involves grilling a meat and then braising it in a pot on the grill.

- **base**

A **base** is a substance that serves as the foundation or main ingredient for something.

- **baste**

To **baste** something is to pour fat or other liquids over something while it is cooking.

- **batter**

Batter is a thick mixture of uncooked ingredients.

- **bisque**

A **bisque** is a type of smooth thick soup that is typically made with shellfish.

- **bleach**

Bleach is a cleaning chemical that is used to kill bacteria and remove discoloration.

- **body**

The **body** of a salad is the primary vegetable or group of ingredients, aside from the greens.

- **boil**

To **boil** something is to heat water to 212°F so that it bubbles into steam, or to cook food in water at this temperature.

- **bone**

A **bone** is a hard part that makes up the structure of a creature's body.

- **bouillon**

A **bouillon** is a liquid in which something has been cooked, also called a broth. It may be eaten by itself as a clear soup, or used as a base for other soups.

- **braise**

To **braise** something is to cook it slowly with indirect moist heat.

- **braising liquid**

Braising liquid is moisture that partially covers food while it is being cooked.

- **braising pot**

A **braising pot** is a large pot with a lid that seals in moisture during braising.

- **broil**

To **broil** something is to cook it rapidly with direct dry heat from above.

- **broiler pan**

A **broiler pan** is a two-part pan with a slotted surface on top for draining grease and fat and a solid pan below for catching the grease and fat.

- **broth**

A **broth** is a liquid in which something has been cooked, also called a bouillon. It may be eaten by itself as a clear soup, or used as a base for other soups.

- **brown**

To **brown** something is to heat the outside of something so that its color becomes darker.

- **brown stock**

Brown stock is stock that is made with beef bones.

- **buffet**

A **buffet** is a place where food is placed in a public area so diners can approach the service area and take away the food they want.

- **buildup**

Buildup is the gradual increase of something over time.

- **caramelization**

Caramelization is a chemical reaction that occurs when sugars are cooked which produce a nutty flavor.

- **catering**

Catering is the business of providing meals for large groups or parties.

- **certificate**

A **certificate** is a document indicating that someone has completed a course or training program.

- **chafing dish**

A **chafing dish** is a large pan with a heating mechanism that keeps food warm.

- **charbroiled**

If something is **charbroiled**, it is cooked on a surface with raised ridges so that the ridges leave visible lines in the food.

- **charcoal**

Charcoal is a hard, black byproduct of wood that is burned to create a heat source for grilling.

- **chicken stock**

Chicken stock is stock that is made from the bones and other parts of chickens and sometimes other poultry.

- **chowder**

A **chowder** is a type of thick soup that is typically made with shellfish, potatoes, and milk or cream.

- **circulate**

To **circulate** is to move continuously throughout a space.

- **clarification**

Clarification is the process of removing impurities and solid particles from soup.

- **clear soup**

A **clear soup** is a soup that has had solid material strained out so that it is a thin liquid.

- **compartment steaming**

Compartment steaming is the process of suspending food above boiling water so that it can be steamed without sitting in the water.

- **condiment**

A **condiment** is an ingredient that is added to prepared food to improve its flavor.

- **congestion**
Congestion is the state of having too many people in a particular area at one time so that they are unable to move freely.
- **consistency**
Consistency is the internal physical quality of something, such as how thick or thin it is.
- **consommé**
A **consommé** is a type of clear soup that is very light and transparent.
- **convection oven**
A **convection oven** is an appliance with an enclosed heating area that distributes heat with a fan.
- **cornstarch**
Cornstarch is a thickening agent that is made from powdered corn and gives a sauce a glossy, semi-clear appearance.
- **cream sauce**
A **cream sauce** is a white sauce that is made with cream or milk.
- **cream soup**
A **cream soup** is a type of thick soup that is made with blended ingredients, usually vegetables, and milk or cream.
- **crouton**
A **crouton** is a small piece of bread that has been heated until it becomes hard and crisp.
- **cuisine**
A **cuisine** is a type of cooking that includes particular methods and ingredients.
- **culinarian**
A **culinarian** is someone with special knowledge or skills in cooking.
- **culinary**
If something is **culinary**, it is related to cooking.
- **culinary arts**
Culinary arts is the business of cooking and food presentation.
- **culinary management**
Culinary management is the business of managing a kitchen in a business such as a restaurant or catering company.
- **decorative**
If something is **decorative**, it is designed to make something more attractive.
- **deep fry**
To **deep fry** something is to completely submerge it in oil or fat while frying it.

- **demonstrate**
To **demonstrate** something is to show how to do something.
- **designated**
If something is **designated** for a particular purpose, it is supposed to be used only for that purpose and not for any other purpose.
- **dessert table**
A **dessert table** is a buffet table for holding desserts that is set apart from the rest of the buffet.
- **display**
A **display** is the placement of objects in a particular way, usually designed to be pleasing or attract attention to something.
- **disposable glove**
A **disposable glove** is a hand covering that is designed to be used for a short period and then thrown away.
- **dressing**
A **dressing** is a liquid seasoning that is used on a salad.
- **dry heat**
Dry heat is heat used for cooking that contains minimal moisture.
- **edible**
If something is **edible**, it is safe or possible to eat.
- **en Papillote**
If something is cooked **en Papillote**, it is wrapped in paper or foil before it is cooked to prevent the release of its natural moisture.
- **espagnole**
An **espagnole** is a brown sauce made from beef stock.
- **evenly**
If something is cooked **evenly**, all of its parts are cooked to the same degree.
- **excess**
An **excess** is a quantity that is more than what is needed.
- **executive chef**
An **executive chef** is a chef who prepares menus and manages kitchen operations, and is often responsible for multiple departments or more than one kitchen.
- **externship**
A **externship** is a short period of time that a student spends learning a trade in a real business, outside the classroom.

- **extract**

To **extract** something is to pull or draw something out of something else.

- **fish stock**

Fish stock is stock that is made from fish or fish bones.

- **flame broiler**

A **flame broiler** is a kitchen appliance that grills or broils something on both sides at the same time.

- **flattop**

A **flattop** is a flat, solid surface that holds food while it is being grilled.

- **flour**

Flour is a fine powder that is made from grain, such as wheat, and is commonly used to make baked goods.

- **fry**

To **fry** something is to cook it in oil or fat.

- **garnish**

A **garnish** is a small, decorative ingredient that is added to improve the appearance of food.

- **gravy**

Gravy is a sauce that is made from leftover juices of cooked meat.

- **greens**

Greens are leafy vegetables that are used to form the foundation of a salad.

- **grill**

A **grill** is a surface that holds food while it is being grilled.

- **grill**

To **grill** something is to cook it rapidly with direct dry heat from below.

- **grill pan**

A **grill pan** is a type of pan for stovetop grilling that has ridges along the bottom.

- **hair net**

A **hair net** is a covering that is worn over the head to prevent loose hairs from falling off.

- **hands-on**

If something is **hands-on**, it involves doing something directly instead of just reading or hearing about it.

- **high altitude cooking**

High altitude cooking is the process of cooking something in a geographic location that is more than 3500 feet above sea level. The decreased air pressure at high altitudes causes the chemical reactions of certain ingredients to occur differently.

- **hollandaise**

Hollandaise is a sauce that is made with butter and eggs.

- **hospitality**

Hospitality is the business of serving guests or customers.

- **house**

If something is **house**, it is made by a particular restaurant and is used frequently in that restaurant's dishes.

- **home-made**

If something is **home-made**, it is created in the restaurant where it is being served.

- **hygiene**

Hygiene is the practice of keeping one's body and surroundings clean.

- **indirect**

If heat is **indirect**, it fills a space rather than heating from one particular point.

- **inventory**

Inventory is the total supply of products that a business has in stock.

- **juicy**

If something is **juicy**, it contains a large amount of moisture.

- **knead**

To **knead** something is to prepare something by mixing or rubbing it together with the hands.

- **lard**

Lard is a soft solid substance that contains animal fat.

- **leaching**

Leaching is the process of extracting a substance from something by passing liquid through it.

- **leavening**

Leavening is a baking substance that forms air bubbles in dough when heated and causes it to expand.

- **leftovers**

Leftovers are parts that were not used during a particular process.

- **lettuce**

Lettuce is a common type of leafy vegetable that comes in many varieties.

- **licensed**

If a person or group is **licensed**, they have official approval from an organization or government body to do something.

- **liquid**

A **liquid** is a wet substance that can be poured and flows freely.

- **manufactured**

If something is **manufactured**, it is made in a factory and packaged in regular units.

- **marinate**

To **marinate** something is to soak a food in a sauce so that the food absorbs the flavor of the sauce.

- **mayonnaise**

Mayonnaise is a white sauce made from eggs that is often used to make salad dressings.

- **moist heat**

Moist heat is heat that is conducted with water or steam.

- **mother sauce**

A **mother sauce** is a broad category of sauce that is used as a basis for more specific sauce recipes.

- **nutritionist**

A **nutritionist** is a person who gives professional advice about how foods affect health.

- **oil**

Oil is a slippery, liquid substance that comes from a plant or animal and contains fat.

- **olive oil**

Olive oil is a yellow oil that is made from olives and is used to make salad dressings.

- **open roasting**

Open roasting is the process of roasting something over an open flame.

- **overportioning**

Overportioning is the act of using more raw inventory than necessary to produce something.

- **pan fry**

To **pan fry** something is to fry it in a shallow pan with a small amount of oil or fat coating the surface of the pan.

- **parbake**

To **parbake** something is to bake it partially and then store it so that baking can be finished at a later time.

- **pathogenic**

If something is **pathogenic**, it can cause illness or disease.

- **patisserie**

A **patisserie** is a business that makes and sells pastries.

- **perishable**

If something is **perishable**, it stays fresh or edible for a short period of time.

- **personal chef**

A **personal chef** is a chef who works for individuals instead of a restaurant, usually working out of clients' kitchens.

- **plastic**

Plastic is a strong substance that is used to make containers and coverings and acts as a barrier against air and moisture.

- **platter**

A **platter** is a large plate that is used for serving food.

- **practice**

To **practice** something is to do something frequently or by habit.

- **preheat**

To **preheat** an oven is to let the oven reach a particular temperature before placing food inside.

- **pressure cooking**

Pressure cooking is the process of cooking something in an enclosed space so that it cooks under steam pressure.

- **profitable**

If something is **profitable**, it earns money.

- **puree**

A **puree** is a type of thick soup that is made with blended vegetables, without milk or cream.

- **quantity discount**

A **quantity discount** is a lower cost that is offered by a supplier when a large amount of product is ordered at one time.

- **rack**

A **rack** is a metal frame inside an oven that holds food while it is baking.

- **raw inventory**

Raw inventory is the supply of products that a business buys and uses to make its own products.

- **reduce**

To **reduce** a sauce is to heat it so that its liquid evaporates to make it into a smaller, thicker amount.

- **restaurant management**

Restaurant management is the business of managing the overall operations of a restaurant.

- **rise**
To **rise** is to expand or become larger.
- **roast**
A **roast** is a piece of meat that has been cooked with indirect dry heat.
- **roast**
To **roast** something is to cook it slowly with indirect dry heat.
- **roasting pan**
A **roasting pan** is a cooking pan that holds food while it is being roasted.
- **rotisserie**
If something is **rotisserie**, it is cooked on a rotating stick over a heat source.
- **roux**
Roux is a thickening agent that is made from fat and flour.
- **safety factor**
A **safety factor** is an extra amount of a product that is ordered in case more of the product is needed than was expected.
- **salad**
A **salad** is a mixture of raw vegetables and other foods, usually including leafy greens.
- **salad bar**
A **salad bar** is a type of buffet that allows diners to select individual ingredients for a salad.
- **salamander**
A **salamander** is a kitchen appliance that produces heat from the top for broiling.
- **sanitize**
To **sanitize** something is to remove dirt, bacteria, or other contaminating materials from something.
- **sauce**
A **sauce** is a wet, thick coating that is used to enhance the flavor and texture of food.
- **sauté**
To **sauté** something is to fry small pieces of something quickly in a shallow pan.
- **sear**
To **sear** something is to cook the surface of something quickly with intense heat.
- **self-serve**
If something is **self-serve**, it involves letting people do or take something on their own, without the help of a server.
- **shallow**
If something is **shallow**, it is a short distance from its bottom surface to its top.

- **shelf life**
A **shelf life** is the length of time that something stays fresh or edible.
- **simmer**
To **simmer** something is to cook something in water that is almost boiling and has just started to bubble.
- **slow cooker**
A **slow cooker** is a kitchen appliance that cooks food in an enclosed space by simmering it for long periods of time.
- **slow roasting**
Slow roasting is the process of roasting something for a long period at a low temperature to make it more tender.
- **small sauce**
A **small sauce** is a sauce with a specific recipe that is based on one of the mother sauces.
- **soggy**
If something is **soggy**, it is very soft and heavy because of high moisture content.
- **solution**
A **solution** is a substance made by dissolving something in a liquid.
- **soup**
A **soup** is a food that is made by heating meat, fish, or vegetables in liquid.
- **specialization**
A **specialization** is a particular area of study or expertise.
- **spinach**
Spinach is a type of leafy vegetable with dark green leaves.
- **spit**
A **spit** is a pole or stick that holds food over a heat source and is usually rotated during cooking.
- **spoilage**
Spoilage is the process of food becoming rotten or stale.
- **staffed buffet**
A **staffed buffet** is a type of buffet in which servers add food to diners' plates at the buffet table.
- **steam**
Steam is water that has reached 212°F and has turned into a vapor, or gas.
- **steam**
To **steam** something is to cook it with hot water vapor.

- **steamer**

A **steamer** is an enclosed cooking container that holds food while it is being steamed.

- **stew**

A **stew** is a thick soup that contains pieces of meat, vegetables, or both.

- **stew**

To **stew** is to cook slowly while in liquid.

- **stir fry**

To **stir fry** something is to fry it quickly in a wok while tossing the ingredients.

- **stock**

Stock is a base for soups and sauces that is made by cooking meat, bones, or vegetables in water to extract the flavor.

- **stockpot**

A **stockpot** is a large, high-walled pot that is used for cooking stock.

- **storage**

Storage is the state of keeping something in a particular place while it is not in use.

- **stovetop**

A **stovetop** is a burner on a stove that is used for heating pots and pans.

- **submerge**

To **submerge** something is to completely cover something under the surface of a liquid or semi-liquid substance.

- **substitute**

To **substitute** something is to use it instead of something else that is normally used.

- **technique**

A **technique** is a method for doing something that requires particular knowledge or skills.

- **tender**

If something is **tender**, it is soft and easy to bite or chew.

- **theft**

Theft is the act of stealing something.

- **thick soup**

A **thick soup** is a soup that contains mixed solids so that it is not transparent and often has a creamy texture.

- **thickening agent**

A **thickening agent** is a substance that is used to make a liquid flow more slowly.

- **three-compartment sink**

A **three-compartment sink** is a sink that is set up for dishwashing with a first section for soap and water, a second section for clear water, and a third section for bleach and water.

- **tomato sauce**

A **tomato sauce** is a sauce that is made from a soft, red fruit.

- **tossed**

If something is **tossed**, it is thrown together loosely.

- **tough**

If food is **tough**, it contains strong materials that are difficult to bite or chew.

- **two-sided grilling**

Two-sided grilling is the process of cooking something with dry heat from above and below at the same time.

- **vegetable stock**

Vegetable stock is stock that is made from vegetables, without any meat ingredients.

- **vegetarian**

If something is **vegetarian**, it does not contain meat.

- **velouté**

A **velouté** is a sauce that is made from chicken or fish stock.

- **vinaigrette**

A **vinaigrette** is a type of salad dressing that is made with vinegar, oil, and other seasonings.

- **wok**

A **wok** is a wide, moderately deep pan used for stir frying.

- **yeast**

Yeast is a leavening agent made from a fungus that is commonly used in breads.

Audio Files for Occupation LABORATORY TECHNICIAN – PASTRY CHEF

All audio files accompanying the resources proposed for application for teaching foreign language for the occupation LABORATORY TECHNICIAN – PASTRY CHEF are freely available at the Resource centres equipped under the *Curriculum Development in Vocational Education and Training Schools* Project.

