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# **Curriculum Development in Vocational Education and Training Schools**

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## **Annex 20**

**Delivery of Foreign Language in Occupation  
Packages of the Learning Materials for:  
Teacher Assistant  
Grade: 9, 10, 11**

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## Exit level of the whole period of Foreign Language education 9<sup>th</sup> – 12<sup>th</sup> grade

<p>Target group and position</p>	<p>Students in vocational schools trained as Teacher Assistant in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> and 12<sup>th</sup> 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 B1 Reading A2 Spoken interaction B1 Spoken production A2 Writing A1+ towards 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 for the whole period of learning  
According to the European Framework of reference

	A1	A2	B1	B2	C1	C2
<b>Listening</b>						
<b>Reading</b>						
<b>Spoken Interaction</b>						
<b>Spoken Production</b>						
<b>Writing</b>						

	<b>Entry level</b>
	<b>Exit level</b>

## Description of language skills Exit level for the whole period of education

### Occupation: Teacher Assistant

Level of language skills	General language skills	Professional language skills
Understanding Listening B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main points of radio and TV programmes on current affairs or topics of personal or professional interest when the delivery is slow and clear.	<ul style="list-style-type: none"> <li>➤ Can follow everyday conversations if speech is carefully articulated though words and expressions may need to be repeated.</li> <li>➤ Can understand information about everyday events if speech is clear and pronunciation – standard.</li> <li>➤ Can understand the main points in a well-structured, factual presentation in my area of work or interest.</li> <li>➤ 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.</li> <li>➤ Can understand the main aspects of longer talks/meetings referring to routine work-related matters when standard language is used.</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Can understand short, simple texts composed of the most common words and expressions including international words.</li> <li>➤ Can understand short, simple job-related texts and letters/orders.</li> <li>➤ Can understand standard routine correspondence (letters, faxes, e-mails), e.g. concerning simple arrangements</li> <li>➤ Can identify familiar and predictable information in advertisements, leaflets and timetables.</li> <li>➤ Can understand simple operating instructions, e.g. in lifts, on public telephones, cash machines, etc.</li> </ul>

	understand short simple personal letters.	<ul style="list-style-type: none"> <li>➤ Can scan simple written materials such as brochures and short newspaper articles and extract factual information I need</li> <li>➤ Can read and extract the necessary information related to my work tasks.</li> </ul>
Spoken interaction B1	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life, especially if the conversation is about routine activities in a predictable context.	<ul style="list-style-type: none"> <li>➤ Can handle most situations likely to arise in business and on travelling to a country where the language is spoken.</li> <li>➤ Can handle a conversation as long as it concerns routine activities within a familiar and/or predictable context.</li> <li>➤ Can hold a spontaneous conversation on familiar topics of personal and professional interest.</li> <li>➤ Can give or seek personal views and opinions on familiar topics in an informal discussion with friends/colleagues, agreeing and disagreeing politely.</li> </ul>
Spoken production A2	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.	<ul style="list-style-type: none"> <li>➤ Can give comparatively detailed accounts of experiences, events, work processes etc.</li> <li>➤ Can give routine information about own area of work/department/company/product.</li> <li>➤ Can give a brief summary of a story, e.g. the plot of a book or film and make comments on it.</li> <li>➤ Can give reasons for my plans, opinions, decisions and actions.</li> </ul>
	Can write short, simple notes and messages, relating to matters in areas of immediate	<ul style="list-style-type: none"> <li>• Can write short letters, fax messages, e-mail messages, memos following a sample</li> <li>• Can write SMSs using standard abbreviations.</li> <li>• Can take notes related to matters of immediate interest in work</li> </ul>

Writing A1+ towards A2	need. Can write a very simple personal letter, for example thanking someone for something.	<ul style="list-style-type: none"><li>• Can fill in forms or questionnaires briefly describing personal and job-related information.</li><li>• Can produce short messages, faxes or e-mails with simple variations on memorised language.</li><li>• Can give directions how to get to a meeting, place or company in a written form.</li><li>• Can give short accounts of past or present events and activities, or of future plans.</li><li>• Can briefly describe something or somebody.</li></ul>
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## GRADE 9

### Description of module content and learning objectives

<p>Module objectives</p> <p>9<sup>th</sup> 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 <b>how to</b>:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> <li>• use isolated words/signs and basic expressions in order to give simple information about themselves.</li> <li>• use a very basic range of simple expressions about personal details and needs of a concrete type.</li> <li>• use some basic structures in one-clause sentences with some omission or reduction of elements.</li> </ul> <p>Vocabulary range</p> <ul style="list-style-type: none"> <li>• effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.</li> </ul> <p>Grammatical accuracy</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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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"> <li>• control a narrow repertoire dealing with concrete, everyday needs.</li> <li>• 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.</li> <li>• reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases.</li> <li>• reproduce sounds in the target language if carefully guided.</li> <li>• 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).</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Students learn and practice <b>how to</b> Interact with colleagues or customers generally and more specifically for the level <b>how to</b>:</p> <p>Verbally</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual.</li> <li>• communicate basic information about personal details and needs of a concrete type in a simple way.</li> <li>• communicate very basic information about personal details in a simple way, while pausing is expected and usual to search for expressions</li> <li>• manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.</li> </ul> <p>In Writing</p>
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- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• write short messages, e-mail messages using a template.</li><li>• write SMSs using standard abbreviations.</li><li>• can fill in forms with personal details (job, age, address, etc).</li><li>• can write simple isolated phrases and sentences, which I have memorized or copied.</li><li>• 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.</li></ul> |
|--|--|

## Description of language skills

Level of language skills	General language skills	Professional language skills	Examples  Teaching and learning resources developing these occupational skills
<p><b>Understanding</b></p> <p>Listening <b>A1+</b></p>	<p>Can recognise familiar words and very basic phrases concerning myself, my family and 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 personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short,</p>	<ul style="list-style-type: none"> <li>➤ can understands phrases and expressions related to the most immediate priority in the work environment</li> <li>➤ can identify the topic of discussion</li> <li>➤ can follow speech which is very slow and carefully articulated</li> <li>➤ can understand instructions addressed carefully and slowly</li> <li>➤ Can catch the main point in short, clear, simple message and announcements</li> <li>➤ Can understands simple technical information, such as operating instructions for everyday equipment</li> <li>➤ Can extracts the essential information from short, recorded passages dealing with predictable everyday work matters</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 1 Exercises 5, 6 and 7 from Unit 1 The Classroom, p. 4 – 5</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 2 Classroom Supplies 1, p. 6 – 7</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 3 Classroom Supplies 2, p. 8 – 9</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 4 Daily Schedule, p. 10 – 11</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 5 Kindergarten Goals, p. 12 – 13</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 6 Communicating with Parents 1, p. 14 – 15</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 7 Communicating with Parents 2, p. 16 – 17</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 8 Classroom Language: Frequency, p. 18 – 19</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 9 Classroom Language: Generating Responses, p. 20 – 21</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 10 Classroom Rules, p. 22 – 23</p> <p>Book 1 Exercises 5, 6 and 7 from Unit 11 Assessments 1, p. 24 – 25</p> <p><b>From Art &amp; Design, Express Publishing, 2022</b></p> <p>Book 1 Exercises 5, 6 and 7 from Unit 1 Describing Shapes 1, p. 4 – 5</p>

	<p>clear, simple messages and announcements.</p>		<p>Book 1 Exercises 5, 6 and 7 from Unit 2 Describing Light1, p. 6 – 7            Book 1 Exercises 5, 6 and 7 from Unit 3 Describing Color1, p. 8 – 9            Book 1 Exercises 5, 6 and 7 from Unit 4 Describing Placement1, p. 10 - 11</p>
<p><b>Reading A1+ to A2</b></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"> <li>➤ can read and extract the necessary information related to working environment and the occupation.</li> <li>➤ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc.</li> <li>➤ can get a general understanding of a occupation-specific text.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b>            Book 1 Exercises 2, 3 and 4 from Unit 1 The Classroom, p. 4 – 5            Book 1 Exercises 2, 3 and 4 from Unit 2 Classroom Supplies 1, p. 6 – 7            Book 1 Exercises 2, 3 and 4 from Unit 3 Classroom Supplies 2, p. 8 – 9            Book 1 Exercises 2, 3 and 4 from Unit 4 Daily Schedule, p. 10 – 11            Book 1 Exercises 2, 3 and 4 from Unit 5 Kindergarten Goals, p. 12 – 13            Book 1 Exercises 2, 3 and 4 from Unit 6 Communicating with Parents 1, p. 14 – 15            Book 1 Exercises 2, 3 and 4 from Unit 7 Communicating with Parents 2, p. 16 – 17            Book 1 Exercises 2, 3 and 4 from Unit 8 Classroom Language: Frequency, p. 18 – 19            Book 1 Exercises 2, 3 and 4 from Unit 9 Classroom Language: Generating Responses, p. 20 – 21            Book 1 Exercises 2, 3 and 4 from Unit 10 Classroom Rules, p. 22 – 23            Book 1 Exercises 2, 3 and 4 from Unit 11 Assessments 1, p. 24 – 25</p> <p><b>From Art &amp; Design, Express Publishing, 2022</b>            Book 1 Exercises 2, 3 and 4 from Unit 1 Describing Shapes 1, p. 4 – 5            Book 1 Exercises 2, 3 and 4 from Unit 2 Describing Light1,</p>

			<p>p. 6 – 7 Book 1 Exercises 2, 3 and 4 from Unit 3 Describing Color1, p. 8 – 9 Book 1 Exercises 2, 3 and 4 from Unit 4 Describing Placement1, p. 10 - 11</p>
<p><b>Speaking</b></p> <p>Spoken interaction <b>A1+</b></p>	<p>Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate and help me formulate what I am trying to express.</p> <p>Can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<ul style="list-style-type: none"> <li>➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment.</li> <li>➤ can ask questions, confirm information and avoid misunderstanding</li> <li>➤ can handle a simple conversation in order to obtain goods and services</li> <li>➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies.</li> <li>➤ can ask and answer simple questions about someone’s preferences, requests, purchases and orders.</li> <li>➤ can ask and answer questions about my own area of work using simple language.</li> <li>➤ can ask for and give directions referring to a map or plan.</li> <li>➤ can discuss in a very simple way events, activities and plans.</li> <li>➤ can take simple telephone calls or put callers through.</li> <li>➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Exercises 1, 7 and 8 from Unit 1 The Classroom, p. 4 – 5 Book 1 Exercises 1, 7 and 8 from Unit 2 Classroom Supplies 1, p. 6 – 7 Book 1 Exercises 1, 7 and 8 from Unit 3 Classroom Supplies 2, p. 8 – 9 Book 1 Exercises 1, 7 and 8 from Unit 4 Daily Schedule, p. 10 – 11 Book 1 Exercises 1, 7 and 8 from Unit 5 Kindergarten Goals, p. 12 – 13 Book 1 Exercises 1, 7 and 8 from Unit 6 Communicating with Parents 1, p. 14 – 15 Book 1 Exercises 1, 7 and 8 from Unit 7 Communicating with Parents 2, p. 16 – 17 Book 1 Exercises 1, 7 and 8 from Unit 8 Classroom Language: Frequency, p. 18 – 19 Book 1 Exercises 1, 7 and 8 from Unit 9 Classroom Language: Generating Responses, p. 20 – 21 Book 1 Exercises 1, 7 and 8 from Unit 10 Classroom Rules, p. 22 – 23 Book 1 Exercises 1, 7 and 8 from Unit 11 Assessments 1, p. 24 – 25</p> <p><b>From Art &amp; Design, Express Publishing, 2022</b> Book 1 Exercises 1, 7 and 8 from Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Exercises 1, 7 and 8 from Unit 2 Describing Light1, p. 6 – 7 Book 1 Exercises 1, 7 and 8 from Unit 3 Describing</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.		Color1, p. 8 – 9 Book 1 Exercises 1, 7 and 8 from Unit 4 Describing Placement1, p. 10 - 11
Spoken production <b>A1/A1+</b>	Can use simple phrases and sentences to describe where I live and people he/she knows.  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.	<ul style="list-style-type: none"> <li>➤ can describe myself and my environment, using simple language.</li> <li>➤ can give a simple account of my work place, my job or company.</li> <li>➤ can produce simple mainly isolated phrases about people and places related to my occupation.</li> <li>➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product.</li> </ul>	<p>Oral production (speaking) activities:</p> <ul style="list-style-type: none"> <li>▪ The language user produces an oral text which is received by an audience of one or more listeners.</li> <li>▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.)</li> <li>▪ Acting out a rehearsed role</li> </ul> <p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> <li>▪ Distribute role cards – students read their role cards</li> <li>▪ Write a diagram of the role play words/sentences on the board</li> </ul>
	Can write short, simple notes and messages. Can	<ul style="list-style-type: none"> <li>• can write short letters, messages, e-mail messages, memos following a sample</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Exercise 9 from Unit 1 The Classroom, p. 4 – 5 Book 1 Exercise 9 from Unit 2 Classroom Supplies 1, p. 6</p>

<p><b>Writing A1</b></p>	<p>write a very simple personal letter, for example thanking someone for something.</p>	<ul style="list-style-type: none"> <li>• can write SMSs using standard abbreviations.</li> <li>• can take notes related to matters of immediate interest in work</li> <li>• can fill in forms with personal details (job, age, address, etc.</li> <li>• can write simple isolated phrases and sentences, which I have memorized or copied.</li> <li>• 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.</li> </ul>	<p>– 7 Book 1 Exercise 9 from Unit 3 Classroom Supplies 2, p. 8 – 9 Book 1 Exercise 9 from Unit 4 Daily Schedule, p. 10 – 11 Book 1 Exercise 9 from Unit 5 Kindergarten Goals, p. 12 – 13 Book 1 Exercise 9 from Unit 6 Communicating with Parents 1, p. 14 – 15 Book 1 Exercise 9 from Unit 7 Communicating with Parents 2, p. 16 – 17 Book 1 Exercise 9 from Unit 8 Classroom Language: Frequency, p. 18 – 19 Book 1 Exercise 9 from Unit 9 Classroom Language: Generating Responses, p. 20 – 21 Book 1 Exercise 9 from Unit 10 Classroom Rules, p. 22 – 23 Book 1 Exercise 9 from Unit 11 Assessments 1, p. 24 – 25</p> <p><b>From Art &amp; Design, Express Publishing, 2022</b> Book 1 Exercise 9 from Unit 1 Describing Shapes 1, p. 4 – 5 Book 1 Exercise 9 from Unit 2 Describing Light1, p. 6 – 7 Book 1 Exercise 9 from Unit 3 Describing Color1, p. 8 – 9 Book 1 Exercise 9 from Unit 4 Describing Placement1, p. 10 - 11</p>
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Teaching/learning contents (guide lines) - Teacher Assistant, 9<sup>th</sup> grade  
2 teaching hours per week

TOPIC/ CONTEXT Topics from the <i>Curriculum Package</i>  <b>Teacher Assistant</b>	<i>Resources</i>  See examples of appropriate resources	<b>Comments</b>  <i>Linguistic aspects/teaching and learning methods</i>
<b>CHILD DEVELOPMENT</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Unit 8 Classroom Language: Frequency, p. 18 – 19 Book 1 Unit 9 Classroom Language: Generating Responses, p. 20 – 21 Book 1 Unit 10 Classroom Rules, p. 22 – 23 Book 1 Unit 11 Assessments 1, p. 24 – 25	
<b>EARLY CHILDHOOD PRINCIPLES AND INSTITUTIONS</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Unit 1 The Classroom, p. 4 – 5 Book 1 Unit 2 Classroom Supplies 1, p. 6 – 7 Book 1 Unit 3 Classroom Supplies 2, p. 8 – 9 Book 1 Unit 6 Communicating with Parents 1, p. 14 – 15 Book 1 Unit 7 Communicating with Parents 2, p. 16 – 17	
<b>BASIC DESIGN</b>	<b>From Art &amp; Design, Express Publishing, 2022</b> 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	

<p><b>SELF-CARE IN EARLY CHILDHOOD</b></p>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b>            Book 1 Unit 4 Daily Schedule, p. 10 – 11            Book 1 Unit 5 Kindergarten Goals, p. 12 – 13</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

### Occupation: Teacher Assistant

**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 – Teacher Assistant, 9<sup>th</sup> grade

### Kindergarten Teacher, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary	Comments /Additional target words
<b>Book 1</b>					
	1	The Classroom	Reading an email (multiple choice questions, fill in the blanks)	bulletin board, calendar, chair, classroom, craft table, desk, lock, sink, stepstool, whiteboard, window	
	2	Classroom Supplies 1	Reading a letter (multiple choice questions)	crayon, dry erase marker, eraser, folder, glue stick, marker, pencil, safety scissors, washable, watercolors	
	3	Classroom Supplies 2	Reading a webpage (true/false statements)	baby wipes, construction paper, cotton ball, glitter, paper bag, paper plate, paper towel, pipe cleaner, popsicle stick, tissue paper	
	4	Daily Schedule	Reading a daily schedule (true/false statements)	arrival, check in, dismissal, lesson, lunch, open play, quiet time, recess, schedule, snack, story time	
	5	Kindergarten Goals	Reading a webpage (true/false statements)	academic, develop, emotional, interact, learn, peer, practice, problem-solving, self-esteem, social	

	6	Communicating with Parents 1	Reading a letter (filling in the blanks)	cell phone, classroom letter, classroom phone, class webpage, conversation, email, incident report, stay in touch, text message, update	
	7	Communicating with Parents 2	Reading a teaching manual entry (multiple choice questions)	dialogue, concern, collaborate, issue, parent-teacher conference, praise, resolve, review, successful, support	
	8	Classroom Language: Frequency	Reading a letter (true/false statements)	always, daily, every, never, occasionally, often, rarely, sometimes, usually, weekly	
	9	Classroom Language: Generating Responses	Reading a textbook excerpt (multiple choice questions)	call, call back, connect, experience, plan ahead, preview, prior knowledge, random, recall, reference, remember, remind (one) of	
	10	Classroom Rules	Reading a poster (filling in the blanks)	bullying, classroom rules, handle, handwashing, listen, maintain, physical contact, running, safety, sharp object	
	11	Assessments 1	Reading a webpage (multiple choice questions)	assessment, classwork, collect, demonstrate, end of year, example, interval, observational record, over time, portfolio assessment	



**Art & Design, Express Publishing, 2022**

	Unit	Topic	Reading	Vocabulary	Comments / Additional target words
<b>Book 1</b>					
	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 – Teacher Assistant, 9<sup>th</sup> grade

(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)

### *Kindergarten Teacher, Express Publishing, 2022*

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 1</b>							
	1	The Classroom	Reading an email (multiple choice questions, fill in the blanks)	Listening to a conversation between a teacher and an assistant (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and an assistant	Completing a teacher's to-do list	
	2	Classroom Supplies 1	Reading a letter (multiple choice questions)	Listening to a conversation between a parent and a teacher (single choice questions);	Acting out a dialogue between a parent and a teacher	Completing a shopping list for classroom supplies	

				Completing a conversation			
	3	Classroom Supplies 2	Reading a webpage (true/false statements)	Listening to a conversation between a teacher and an assistant (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and an assistant	Completing supplies needed for a craft project	
	4	Daily Schedule	Reading a daily schedule (true/false statements)	Listening to a conversation between a student and a teacher (true/false statements); Completing a conversation	Acting out a dialogue between a student and a teacher	Completing a teacher's report about her day	
	5	Kindergarten Goals	Reading a webpage (true/false statements)	Listening to a conversation between a teacher and a parent (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and a parent	Completing a text about student's goals	
	6	Communicating with Parents 1	Reading a letter (filling in the blanks)	Listening to a conversation between a parent and a teacher (true/false statements);	Acting out a dialogue between a parent and a teacher	Completing a teacher's contact information	

				Completing a conversation			
	7	Communicating with Parents 2	Reading a teaching manual entry (multiple choice questions)	Listening to a conversation between a teacher and a parent (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a parent	Completing teacher's notes for a conference	
	8	Classroom Language: Frequency	Reading a letter (true/false statements)	Listening to a conversation between a teacher and a student (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and a student	Completing a class goal list	
	9	Classroom Language: Generating Responses	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between a teacher and a student (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a student	Completing an online forum response	
	10	Classroom Rules	Reading a poster (filling in the blanks)	Listening to a conversation between a teacher and a student (true/false statements);	Acting out a dialogue between a teacher and a student	Completing a teacher's rule book	

				Completing a conversation			
	11	Assessments 1	Reading a webpage (multiple choice questions)	Listening to a conversation between a parent and a teacher (true/false statements); Completing a conversation	Acting out a dialogue between a parent and a teacher.	Completing student-teacher notes	

**Art & Design, Express Publishing, 2022**

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 1</b>							
	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>10<sup>th</sup> 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 <b>how to</b>:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> <li>• Use some simple structures correctly but still systematically makes basic mistakes</li> <li>• 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</li> <li>• Clearly pronounce familiar words although repetition is needed from time to time</li> <li>• produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors.</li> <li>• Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable</li> <li>• Convey very basic content, though they will generally have to compromise the message and search for words/signs.</li> </ul> <p>Vocabulary range</p> <ul style="list-style-type: none"> <li>• effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.</li> <li>• Use sufficient vocabulary for the expression of basic communicative needs.</li> <li>• Use sufficient vocabulary for coping with simple survival needs.</li> </ul>
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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"> <li>• 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.</li> <li>• Use some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.</li> </ul> <p>Vocabulary control</p> <ul style="list-style-type: none"> <li>• control a narrow repertoire dealing with concrete, everyday needs and in professional context</li> <li>• Clearly pronounce enough to be understood, but conversational partners will need to ask for repetition from time to time.</li> <li>• 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.</li> <li>• Demonstrate an intelligible pronunciation when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Students learn and practice <b>how to</b> Interact with colleagues or customers generally and more specifically for the level <b>how to</b>:</p> <p>Verbally</p> <ul style="list-style-type: none"> <li>• Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges</li> <li>• Can handle very short social exchanges, using everyday polite forms of greeting and address</li> <li>• Can expand learnt phrases through simple recombination of their elements</li> <li>• Can ask for attention</li> </ul>
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- 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.

#### 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><b>Understanding</b></p> <p>Listening <b>A2</b></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"> <li>➤ can understands phrases and expressions related to the most immediate priority in the work environment provided speech is clearly and slowly articulated</li> <li>➤ can identify the topic of discussion</li> <li>➤ can follow speech which is very slow and carefully articulated</li> <li>➤ can understand instructions addressed carefully and slowly</li> <li>➤ Can catch the main point in short, clear, simple message and announcements</li> <li>➤ Can understands simple technical information, such as operating instructions for everyday equipment</li> <li>➤ Can extracts the essential information from short, recorded passages dealing with predictable everyday work matters</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Can understand the outline of simple information given in a predictable situation, such as on a guided</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 1 Exercise 5, 6 and 7 from Unit 12 Assessments 2, p. 26 - 27</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 13 Students Backgrounds, p. 28 - 29</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 14 Traits of the Kindergarten Teacher, p. 30 - 31</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 15 Education and Certification, p. 32 - 33</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 1 Before the First Day, p. 4 - 5</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 2 The First Day, p. 6 - 7</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 3 Arrival, p. 8 - 9</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 4 Mealtimes, p. 10 - 11</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 5 Recess, p. 12 - 13</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 6 Play, p. 14 - 15</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 7 Stories and Reading, p. 16 – 17</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 8 Naps and Rest, p. 18 – 19</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 9 Cleanup, p. 20 – 21</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 10 Dismissal, p. 22 - 23</p>

		<p>tour of work environment (e.g. “This is where the master works”).</p> <ul style="list-style-type: none"> <li>➤ Can understand simple directions on how to get from X to Y, by foot or public transport.</li> <li>➤ Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	
<p>Reading <b>A1+ to A2</b></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"> <li>➤ can read and extract the necessary information related to working environment and the occupation.</li> <li>➤ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc.</li> <li>➤ can get a general understanding of an occupation-specific text.</li> <li>➤ Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).</li> <li>➤ Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</li> <li>➤ Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 1 Exercise 2, 3 and 4 from Unit 12 Assessments 2, p. 26 - 27</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 13 Students Backgrounds, p. 28 - 29</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 14 Traits of the Kindergarten Teacher, p. 30 - 31</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 15 Education and Certification, p. 32 - 33</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 1 Before the First Day, p. 4 - 5</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 2 The First Day, p. 6 - 7</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 3 Arrival, p. 8 - 9</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 4 Mealtimes, p. 10 - 11</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 5 Recess, p. 12 - 13</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 6 Play, p. 14 - 15</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 7 Stories and Reading, p. 16 – 17</p>

		<ul style="list-style-type: none"> <li>➤ Can locate specific information in lists and isolate the information required (e.g. use catalogues to find a service or tradesman).</li> <li>➤ Can understand texts describing people, places, everyday life and work environment, etc., provided they use simple language.</li> <li>➤ Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</li> <li>➤ 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.</li> <li>➤ Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.</li> </ul>	<p>Book 2 Exercise 2, 3 and 4 from Unit 8 Naps and Rest, p. 18 – 19</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 9 Cleanup, p. 20 – 21</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 10 Dismissal, p. 22 - 23</p>
<p><b>Speaking</b></p> <p>Spoken interaction <b>A1+ to A2</b></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"> <li>➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment.</li> <li>➤ can ask questions, confirm information and avoid misunderstanding</li> <li>➤ can handle a simple conversation in order to obtain goods and services</li> <li>➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies.</li> <li>➤ can ask and answer simple questions about someone's preferences, requests, purchases and orders.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 1 Exercise 1, 7 and 8 from Unit 12 Assessments 2, p. 26 - 27</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 13 Students Backgrounds, p. 28 - 29</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 14 Traits of the Kindergarten Teacher, p. 30 - 31</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 15 Education and Certification, p. 32 - 33</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 1 Before the First Day, p. 4 - 5</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 2 The First Day, p. 6 - 7</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 3 Arrival, p. 8 - 9</p>

		<ul style="list-style-type: none"> <li>➤ Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair.</li> <li>➤ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li>   <li>➤ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.</li>   <li>➤ 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.</li>   <li>➤ 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.</li> <li>➤ Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, job, school).</li>   <li>➤ Can ask for and provide everyday goods and services.</li> <li>➤ Can give and receive information about quantities, numbers, prices, etc.</li> <li>➤ Can make simple purchases by stating what is wanted and asking the price.</li> </ul>	<p>Book 2 Exercise 1, 7 and 8 from Unit 4 Mealtimes, p. 10 - 11</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 5 Recess, p. 12 - 13</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 6 Play, p. 14 - 15</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 7 Stories and Reading, p. 16 – 17</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 8 Naps and Rest, p. 18 – 19</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 9 Cleanup, p. 20 – 21</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 10 Dismissal, p. 22 - 23</p>
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		<ul style="list-style-type: none"> <li>➤ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.</li> <li>➤ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li>   <li>➤ can ask and answer questions about my own area of work using simple language.</li> <li>➤ can ask for and give directions referring to a map or plan.</li> <li>➤ can discuss in a very simple way events, activities and plans.</li> <li>➤ can take simple telephone calls or put callers through.</li> <li>➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.</li> </ul>	
Spoken production <b>A1+</b>	<p>I can use simple phrases and sentences to describe where I live and people I know.</p> <p style="text-align: center;">↓</p> <p>Can use a series of phrases and sentences to describe in simple</p>	<ul style="list-style-type: none"> <li>➤ can describe myself and my environment, using simple language.</li> <li>➤ can give a simple account of my work place, my job or company.</li> <li>➤ can produce simple mainly isolated phrases about people and places related to my occupation.</li> <li>➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product.</li>   <li>➤ 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.</li> </ul>	<p>Oral production (speaking) activities:</p> <ul style="list-style-type: none"> <li>▪ The language user produces an oral text which is received by an audience of one or more listeners.</li> <li>▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.)</li> <li>▪ Acting out a rehearsed role</li> </ul> <p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> <li>▪ Distribute role cards – students read their role cards</li> <li>▪ Write a diagram of the role play words/sentences on the board</li> </ul>

	terms my family and other people, living conditions, my educational background and my present or most recent job.	<ul style="list-style-type: none"> <li>➤ Can describe themselves, what they do and where they live.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast).</li> </ul>	
<b>Writing A1+</b>	<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"> <li>• can write short letters, messages, e-mail messages, memos following a sample</li> <li>• can write SMSs using standard abbreviations.</li> <li>• can take notes related to matters of immediate interest in work</li> <li>• can fill in forms with personal details (job, age, address, etc.</li> <li>• can write simple isolated phrases and sentences, which I have memorized or copied.</li> <li>• 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.</li> <li>• Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.</li> <li>• Can produce simple isolated phrases and sentences.</li> <li>• Can describe in very simple language what a room (or a familiar object) looks like.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 1 Exercise 9 from Unit 12 Assessments 2, p. 26 - 27</p> <p>Book 1 Exercise 9 from Unit 13 Students Backgrounds, p. 28 - 29</p> <p>Book 1 Exercise 9 from Unit 14 Traits of the Kindergarten Teacher, p. 30 - 31</p> <p>Book 1 Exercise 9 from Unit 15 Education and Certification, p. 32 - 33</p> <p>Book 2 Exercise 9 from Unit 1 Before the First Day, p. 4 - 5</p> <p>Book 2 Exercise 9 from Unit 2 The First Day, p. 6 - 7</p> <p>Book 2 Exercise 9 from Unit 3 Arrival, p. 8 - 9</p> <p>Book 2 Exercise 9 from Unit 4 Mealtimes, p. 10 - 11</p> <p>Book 2 Exercise 9 from Unit 5 Recess, p. 12 - 13</p> <p>Book 2 Exercise 9 from Unit 6 Play, p. 14 - 15</p> <p>Book 2 Exercise 9 from Unit 7 Stories and Reading, p. 16 - 17</p> <p>Book 2 Exercise 9 from Unit 8 Naps and Rest, p. 18 - 19</p> <p>Book 2 Exercise 9 from Unit 9 Cleanup, p. 20 - 21</p> <p>Book 2 Exercise 9 from Unit 10 Dismissal, p. 22 - 23</p>

Teaching/learning contents (guide lines) - Teacher Assistant, 10<sup>th</sup> grade  
2 teaching hours per week

<b>Topics from the Curriculum Package</b>  Teacher Assistant	<b>Resources</b>  (See examples of appropriate resources)	<b>Comments</b> <i>Linguistic aspects/teaching and learning methods</i>
<b>CHILD DEVELOPMENT</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Unit 12 Assessments 2  Book 2 Unit 4 Mealtimes Book 2 Unit 5 Recess Book 2 Unit 6 Play Book 2 Unit 8 Naps and Rest Book 2 Unit 9 Cleanup Book 2 Unit 10 Dismissal	
<b>MUSIC AND DRAMA IN EARLY CHILDHOOD</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 2 Unit 7 Stories and Reading	
<b>CHILD MENTAL HEALTH AND COMMUNICATION WITH THE CHILD</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 1 Unit 13 Student Backgrounds Book 1 Unit 14 Traits of the Kindergarten Teacher  Book 2 Unit 1 Before the First Day Book 2 Unit 2 The First Day Book 2 Unit 3 Arrival	



ADDITIONAL TOPICS	Book 1 Unit 15 Education and Certification	
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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 - Teacher Assistant, 10<sup>th</sup> grade

**Kindergarten Teacher, Express Publishing, 2022**

	Unit	Topic	Reading	Vocabulary/ Target words	Comments Additional target words
<b>Book 1</b>					
	12	Assessments	Reading test introduction (true/false statements)	checklist, disability, fine motor skills, gross motor skills, improvement, parental, physical assessment, progress, questionnaire, rating scale	
	13	Student Backgrounds	Reading textbook excerpt (filling in the blanks)	allergy, attend, IEP, illness, non-native speaker, one child, preschool, sibling, single parent, special needs	
	14	Traits of the Kindergarten Teacher	Reading a school newsletter (true/false statements)	caring, communicative, creative, flexible, innovative, kind, organized, passionate, patient, understanding	
	15	Education and Certification	Reading a job listing (multiple choice questions)	bachelor's degree, certified, diploma, education, early childhood education, graduate, licensed, major, master's degree, student teaching	

Book 2					
	1	Before the First Day	Reading an email (multiple choice questions)	accident, change of clothes, class list, classroom layout, contact information, introduction, label, parent letter, philosophy, prepare, request, seating chart, supply list	
	2	The First Day	Reading a textbook excerpt (true/false statements)	depart, drag out, encourage, engage, establish, excitement, greet, introduce, rehearse, routine, separation anxiety, show, tour	
	3	Arrival	Reading a handout (multiple choice questions)	absent, attendance sheet, backpack, coat, cubby, drop off, late, lunch, out sick, present, sign in, store	
	4	Mealtimes	Reading a textbook excerpt (true/false statements)	breakfast, cafeteria, early care, escort, family style, finish, healthy, hot lunch, in-class, junk food, lunch, snack, utensil	
	5	Recess	Reading staff meeting notes (true/false statements)	break, break up, burn off, gym, monitor, participate, playground, play structure, recess, seesaw, slide, supervise	
	6	Play	Reading a textbook excerpt (multiple choice questions)	crucial, development, friendship, game, imaginative, independent, involve, left out, participation, play, structured play, unstructured play	
	7	Stories and Reading	Reading a textbook excerpt (multiple choice questions)	book walk, class library, discuss, display, flip through, hold up, predict, preview, reading circle, select, story time	

	8	Naps and Rest	Reading a textbook excerpt (true/false statements)	afternoon, beforehand, calm, comfort, cot, lie down, mat, nap, quiet, rest, schedule, soothing, wind down	
	9	Cleanup	Reading a textbook excerpt (true/false statements)	assign, bin, cleanup, group activity, puzzle, regular, sing along, specific, stack, teamwork, task, toy	
	10	Dismissal	Reading the dismissal policies (multiple choice questions)	aboard, authorized, bus, confirm, dismissal, guardian, line up, pick up, relative, release, sign out	



## Resource for distribution of the teaching/learning content - Teacher Assistant, 10<sup>th</sup> grade

(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)

### *Kindergarten Teacher, Express Publishing, 2022*

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 1</b>							
	12	Assessments 2	Reading a test introduction (true/false statements)	Listening to a conversation between a teacher and a parent. (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and a parent.	Completing the motor skills test results	

	13	Student Backgrounds	Reading textbook excerpt (filling in the blanks)	Listening to a conversation between a teacher and an assistant. (true/ false statements); Completing a conversation	Acting out dialogue between a teacher and an assistant.	Completing the Teacher's notes on the Students' Backgrounds.	
	14	Traits of the Kindergarten Teacher	Reading a school newsletter (true/ false statements, filling in the blanks)	Listening to a conversation between an interviewer and a teacher (true/ false statements); Completing a conversation	Acting out a dialogue between an interviewer and a teacher.	Completing a report card describing a student's traits	
	15	Education and Certification	Reading a job listing (multiple choice questions, word bank activity)	Listening to a conversation between an interviewer and a teacher. (true/ false statements); Completing a conversation	Acting out a dialogue between an interviewer and a teacher	Filling out a kindergarten teacher's résumé	
<b>Book 2</b>							
	1	Before the First Day	Reading an email (multiple choice questions)	Listening to a conversation between a teacher and an assistant (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and an assistant	Completing instructions for the teacher's assistant	

	2	The First Day	Reading a textbook excerpt (true/false statements)	Listening to a conversation between mentor and a student teacher (true/false statements); Completing a conversation	Acting out a dialogue between mentor and a student teacher	Completing first day of school tips	
	3	Arrival	Reading a handout (multiple choice questions)	Listening to a conversation between a teacher and an assistant (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and an assistant.	Completing instructions for arriving at school	
	4	Mealtimes	Reading a textbook excerpt (true/false statements)	Listening to a conversation between a teacher and a parent (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a parent	Completing a school mealtime rules	
	5	Recess	Reading staff meeting notes (true/false statements)	Listening to a conversation between a teacher and a monitor (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a monitor	Completing recess guidelines	

	6	Play	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between a mentor and a student teacher (true/false statements); Completing a conversation	Acting out a dialogue between a mentor and a student teacher	Completing the reasons for a play poster	
	7	Stories and Reading	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between a mentor and a student teacher (true/false statements); Completing a conversation	Acting out a dialogue between a mentor and a student teacher	Completing book walk instructions	
	8	Naps and Rest	Reading a textbook excerpt (true/false statements)	Listening to a conversation between a teacher and a parent (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a parent	Completing nap preparation sheet	
	9	Cleanup	Reading a textbook excerpt (true/false statements)	Listening to a conversation between two teachers (true/false statements);	Acting out a dialogue between two teachers	Completing ideas for fun cleanup days	

				Completing a conversation			
	10	Dismissal	Reading the dismissal policies (multiple choice questions)	Listening to a conversation between a parent and a teacher (true/false statements); Completing a conversation	Acting out a dialogue between a parent and a teacher	Completing the dismissal policies for the office	

## GRADE 11

### Description of module content and learning objectives

<p>Module objectives</p> <p>11<sup>th</sup> 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 <b>how to</b>:</p> <p>General linguistic range</p> <ul style="list-style-type: none"> <li>• Use simple and more complex structures correctly but still systematically makes some mistakes</li> <li>• 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</li> <li>• Clearly pronounce familiar words although repetition is needed from time to time</li> <li>• produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors.</li> <li>• Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable</li> <li>• Convey very basic content, though they will generally have to compromise the message and search for words/signs.</li> <li>• 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.</li> </ul> <p>Vocabulary range</p> <ul style="list-style-type: none"> <li>• use sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics.</li> <li>• Express using sufficient vocabulary basic communicative needs.</li> </ul>
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- 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.

#### Grammatical accuracy

- 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.

#### Vocabulary control

- 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.
- Language features (e.g. word stress) are adequate for familiar everyday words and simple utterances.
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<p>Module 2</p> <p>Professional communication in the foreign language</p>	<p>Students learn and practice <b>how to</b> Interact with colleagues or customers generally and more specifically for the level <b>how to</b>:</p> <p>Verbally</p> <ul style="list-style-type: none"> <li>• Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges</li> <li>• Can handle very short social exchanges, using everyday polite forms of greeting and address</li> <li>• Can expand learnt phrases through simple recombination of their elements</li> <li>• Can ask for attention</li> <li>• adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual.</li> <li>• Can expand learnt phrases through simple recombinations of their elements.</li> <li>• Can use simple techniques to start, maintain or close a short conversation.</li> <li>• Can give an example of something in a very simple text using “like” or “for example”.</li> <li>• Can communicate what they want to say in a simple and direct exchange of limited information on familiar</li> <li>• communicate basic information about basic professional details and needs of a concrete type in a simple way.</li> <li>• communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions</li> <li>• manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.</li> </ul> <ul style="list-style-type: none"> <li>• Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way.</li> <li>• Can socialise simply but effectively using the simplest common expressions and following basic routines.</li> </ul> <p>In Writing</p> <ul style="list-style-type: none"> <li>• write short messages, e-mail messages, memos following a sample</li> <li>• write SMSs using standard abbreviations and basic repertoire of written words and phrases</li> <li>• fill in forms with details related to standards work situations</li> <li>• write simple isolated phrases and sentences, which I have memorized or copied.</li> <li>• 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.</li> </ul>
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|--|---|
|  | <ul style="list-style-type: none"><li>• take notes related to matters of immediate interest in work</li><li>• write simple isolated phrases and sentences, which he/she have memorized or copied.</li><li>• 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.</li><li>• give information about matters of personal and professional relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions.</li><li>• produce simple isolated phrases and sentences.</li><li>• describe in very simple language what a familiar object looks like.</li></ul> |
|--|---|

## Description of language skills

Level of language skills	General language skills	Professional language skills	Examples  Teaching and learning resources developing these occupational skills
<p><b>Understanding</b></p> <p>Listening <b>A2</b></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"> <li>➤ can understands phrases and expressions related to the most immediate priority in the work environment</li> <li>➤ can identify the topic of discussion</li> <li>➤ can follow speech which is very slow and carefully articulated</li> <li>➤ can understand instructions addressed carefully and slowly</li> <li>➤ Can catch the main point in short, clear, simple message and announcements</li> <li>➤ Can understands simple technical information, such as operating instructions for everyday equipment if clearly and slowly articulated</li> <li>➤ Can extract the essential information from short, recorded passages dealing with predictable everyday work matters</li>   <li>➤ can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 2 Exercise 5, 6 and 7 from Unit 11 Lesson Plan Formats, p. 24 - 25</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 12 Assessing the Lesson, p. 26 - 27</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 13 Classroom Language: Getting Ready, p. 28 - 29</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 14 Classroom Language: Generating Repetition, p. 30 - 31</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 15 Classroom Language: Checking for Understanding, p. 32 – 33</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 1 Language Skills 1: Reading, p. 4 - 5</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 2 Reading Strategies 1, p. 6 - 7</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 3 Language Skills 2: Literature, p. 8 - 9</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 4 Reading Strategies 2, p. 10 - 11</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 5 Writing skills, p. 12 - 13</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 6 Writing strategies, p. 14 - 15</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 7 Math Skill 1: Counting and Cardinality, p. 16 - 17</p>

		<ul style="list-style-type: none"> <li>➤ Can follow in outline short, simple social exchanges, conducted very slowly and clearly.</li> <li>➤ Can generally identify the topic of discussion around them when it is conducted slowly and clearly.</li> <li>➤ Can recognise when people agree and disagree in a conversation conducted slowly and clearly.</li>   <li>➤ Can understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.</li> </ul>	<p>Book 3 Exercise 5, 6 and 7 from Unit 8 Math Strategies 1, p. 18 - 19</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 9 Math Skill 2: Measurements and Data, p. 20 - 21</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 10 Math Strategies 2, p. 22 - 23</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 11 Math Skill 3: Geometry, p. 24 - 25</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 12 Math Strategies 3, p. 26 - 27</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 13 Classroom Management: Theory, p. 28 - 29</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 14 Classroom management: Methods 1, p. 30 - 31</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 15 Classroom management: Methods 2, p. 32 - 33</p>
<p>Reading <b>A1+ to A2</b></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"> <li>➤ can read and extract the necessary information related to working environment and the occupation.</li> <li>➤ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc.</li> <li>➤ can get a general understanding of a occupation-specific text.</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 2 Exercise 2, 3 and 4 from Unit 11 Lesson Plan Formats, p. 24 - 25</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 12 Assessing the Lesson, p. 26 - 27</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 13 Classroom Language: Getting Ready, p. 28 - 29</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 14 Classroom Language: Generating Repetition, p. 30 - 31</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 15 Classroom Language: Checking for Understanding, p. 32 – 33</p>

			<p>Book 3 Exercise 2, 3 and 4 from Unit 1 Language Skills 1: Reading, p. 4 - 5</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 2 Reading Strategies 1, p. 6 - 7</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 3 Language Skills 2: Literature, p. 8 - 9</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 4 Reading Strategies 2, p. 10 - 11</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 5 Writing skills, p. 12 - 13</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 6 Writing strategies, p. 14 - 15</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 7 Math Skill 1: Counting and Cardinality, p. 16 - 17</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 8 Math Strategies 1, p. 18 - 19</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 9 Math Skill 2: Measurements and Data, p. 20 - 21</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 10 Math Strategies 2, p. 22 - 23</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 11 Math Skill 3: Geometry, p. 24 - 25</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 12 Math Strategies 3, p. 26 - 27</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 13 Classroom Management: Theory, p. 28 - 29</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 14 Classroom management: Methods 1, p. 30 - 31</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 15 Classroom management: Methods 2, p. 32 - 33</p>
<p><b>Speaking</b></p>	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics</p>	<p>➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment.</p>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 2 Exercise 1, 7 and 8 from Unit 11 Lesson Plan Formats, p. 24 - 25</p>

<p>Spoken interaction <b>A1+ to A2</b></p>	<p>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"> <li>➤ can ask questions, confirm information and avoid misunderstanding</li> <li>➤ can handle a simple conversation in order to obtain goods and services</li> <li>➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies.</li> <li>➤ can ask and answer simple questions about someone's preferences, requests, purchases and orders.</li> <li>➤ can ask and answer questions about my own area of work using simple language.</li> <li>➤ can ask for and give directions referring to a map or plan.</li> <li>➤ can discuss in a very simple way events, activities and plans.</li> <li>➤ can take simple telephone calls or put callers through.</li> <li>➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.</li> </ul>	<p>Book 2 Exercise 1, 7 and 8 from Unit 12 Assessing the Lesson, p. 26 - 27</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 13 Classroom Language: Getting Ready, p. 28 - 29</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 14 Classroom Language: Generating Repetition, p. 30 - 31</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 15 Classroom Language: Checking for Understanding, p. 32 – 33</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 1 Language Skills 1: Reading, p. 4 - 5</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 2 Reading Strategies 1, p. 6 - 7</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 3 Language Skills 2: Literature, p. 8 - 9</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 4 Reading Strategies 2, p. 10 - 11</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 5 Writing skills, p. 12 - 13</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 6 Writing strategies, p. 14 - 15</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 7 Math Skill 1: Counting and Cardinality, p. 16 - 17</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 8 Math Strategies 1, p. 18 - 19</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 9 Math Skill 2: Measurements and Data, p. 20 - 21</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 10 Math Strategies 2, p. 22 - 23</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 11 Math Skill 3: Geometry, p. 24 - 25</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 12 Math Strategies 3, p. 26 - 27</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 13 Classroom Management: Theory, p. 28 - 29</p>
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Spoken production <b>A1+</b>	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.	<ul style="list-style-type: none"> <li>➤ can describe myself and my environment, using simple language.</li> <li>➤ can give a simple account of my work place, my job or company.</li> <li>➤ can produce simple mainly isolated phrases about people and places related to my occupation.</li> <li>➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product.</li> </ul>	<p>Oral production (speaking) activities:</p> <ul style="list-style-type: none"> <li>▪ The language user produces an oral text which is received by an audience of one or more listeners.</li> <li>▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.)</li> <li>▪ Acting out a rehearsed role</li> </ul> <p>See above exercises for speaking interaction:</p> <ul style="list-style-type: none"> <li>▪ Distribute role cards – students read their role cards</li> <li>▪ Write a diagram of the role play words/sentences on the board</li> </ul>
Writing <b>A1+</b>	Can write short, simple notes and messages. Can write a very simple personal letter, for example thanking someone for something.	<ul style="list-style-type: none"> <li>• can write short letters, messages, e-mail messages, memos following a sample</li> <li>• can write SMSs using standard abbreviations.</li> <li>• can take notes related to matters of immediate interest in work</li> <li>• can fill in forms with personal details (job, age, address, etc.)</li> <li>• can write simple isolated phrases and sentences, which I have memorized or copied.</li> <li>• can write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings,</li> </ul>	<p><b>From Kindergarten Teacher, Express Publishing, 2022</b></p> <p>Book 2 Exercise 9 from Unit 11 Lesson Plan Formats, p. 24 - 25</p> <p>Book 2 Exercise 9 from Unit 12 Assessing the Lesson, p. 26 - 27</p> <p>Book 2 Exercise 9 from Unit 13 Classroom Language: Getting Ready, p. 28 - 29</p> <p>Book 2 Exercise 9 from Unit 14 Classroom Language: Generating Repetition, p. 30 - 31</p> <p>Book 2 Exercise 9 from Unit 15 Classroom Language: Checking for Understanding, p. 32 – 33</p> <p>Book 3 Exercise 9 from Unit 1 Language Skills 1: Reading, p. 4 - 5</p> <p>Book 3 Exercise 9 from Unit 2 Reading Strategies 1, p. 6 - 7</p> <p>Book 3 Exercise 9 from Unit 3 Language Skills 2: Literature, p. 8 - 9</p> <p>Book 3 Exercise 9 from Unit 4 Reading Strategies 2, p. 10 - 11</p>

		<p>forms of address, formulas to thank and ask for things.</p>	<p>Book 3 Exercise 9 from Unit 5 Writing skills, p. 12 - 13            Book 3 Exercise 9 from Unit 6 Writing strategies, p. 14 - 15            Book 3 Exercise 9 from Unit 7 Math Skill 1: Counting and Cardinality, p. 16 - 17            Book 3 Exercise 9 from Unit 8 Math Strategies 1, p. 18 - 19            Book 3 Exercise 9 from Unit 9 Math Skill 2: Measurements and Data, p. 20 - 21            Book 3 Exercise 9 from Unit 10 Math Strategies 2, p. 22 - 23            Book 3 Exercise 9 from Unit 11 Math Skill 3: Geometry, p. 24 - 25            Book 3 Exercise 9 from Unit 12 Math Strategies 3, p. 26 - 27            Book 3 Exercise 9 from Unit 13 Classroom Management: Theory, p. 28 - 29            Book 3 Exercise 9 from Unit 14 Classroom management: Methods 1, p. 30 - 31            Book 3 Exercise 9 from Unit 15 Classroom management: Methods 2, p. 32 - 33</p>
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Teaching/learning contents (guide lines) - Teacher Assistant, 11<sup>th</sup> grade  
2 teaching hours per week

<b>Topics from the Curriculum Package</b>  <b>Teacher Assistant</b>	<b>Resources</b>  (See examples of appropriate resources)	<b>Linguistic aspects/teaching and learning methods</b>
<b>PRE-SCHOOL PREPARATION</b>	<b>From Kindergarten Teacher, Express Publishing, 2022</b> Book 2 Exercise 5, 6 and 7 from Unit 11 Lesson Plan Formats Book 2 Exercise 5, 6 and 7 from Unit 12 Assessing the Lesson Book 2 Exercise 5, 6 and 7 from Unit 13 Classroom Language: Getting Ready Book 2 Exercise 5, 6 and 7 from Unit 14 Classroom Language: Generating Repetition Book 2 Exercise 5, 6 and 7 from Unit 15 Classroom Language: Checking for Understanding  Book 3 Unit 1 Language Skills 1: Reading Book 3 Unit 2 Reading Strategies 1 Book 3 Unit 3 Language Skills 2: Literature Book 3 Unit 4 Reading Strategies 2 Book 3 Unit 5 Writing skills Book 3 Unit 6 Writing strategies Book 3 Unit 7 Math Skill 1: Counting and Cardinality Book 3 Unit 8 Math Strategies 1 Book 3 Unit 9 Math Skill 2: Measurements and Data Book 3 Unit 10 Math Strategies 2 Book 3 Unit 11 Math Skill 3: Geometry Book 3 Unit 12 Math Strategies 3 Book 3 Unit 13 Classroom Management: Theory Book 3 Unit 14 Classroom management: Methods 1 Book 3 Unit 15 Classroom management: Methods 2	



**Assessment:**

- Self-assessment: According to the scale in the self-assessment grid of the Common European Framework (CEFR)
- 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 - Teacher Assistant, 11<sup>th</sup> grade

### Kindergarten Teacher, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words	Comments /additional target words
<b>Book 2</b>					
	11	Lesson Plan Formats	Reading a webpage (multiple choice questions)	activity, application, culminating activity, evaluate, extension, learning outcome, lesson plan, materials, objective, procedure, rubric	
	12	Assessing the Lesson	Reading a textbook excerpt (true/false statements)	accomplish, assess, approach, clearly, confuse, explain, feedback, goal, interest, introduction, lose, observe, revive, revisit	
	13	Classroom Language: Getting Attention	Reading a message board (true/false statements)	attention, bell, direct, eyes on me, heads up, phrase, raise your hand, ring, signal, sound, turn off	
	14	Classroom Language: Generating Repetition	Reading a textbook excerpt (multiple choice questions)	all together now, call back, chant, choral repetition, clap, practice, refresh, repeat after me, rhythm, song	
	15	Classroom Language: Checking for Understanding	Reading a textbook section (true/false statements)	cause, effect, ensure, explain another way, in (one's) own terms, leave behind, process, relationship, rephrase, step-by-step, tell me about, walk through	

<b>Book 3</b>					
	1	Language Skills 1: Reading	Reading the reading standard (multiple choice questions)	consonant, decode, literacy, meaning, memorize, phonemic, phonic, recognize, sight word, sound, vocabulary, vowel	
	2	Reading Strategies 1	Reading a textbook excerpt (true/false statements)	chunking, CNC word, echo reading, match, picture, point to, pronounce, reading strategy, shared reading, sound it out, word, word wall	
	3	Language Skills 2: Literature	Reading a language standard (true/false statements)	compose, comprehension, demonstrate, event, identify, link, narrate, opinion, problem, provide, reaction, solution, topic	
	4	Reading Strategies 2	Reading a textbook excerpt (multiple choice questions)	act out, audience, build, coach, drama, draw, makebelieve, materials, narrator, next, pass out, present, prompt, prop, recreate, role	
	5	Writing Skill	Reading the writing standard (true/false statements)	capitalize, independently, letter, lowercase, number, pluralize, preposition, print, spell, uppercase	
	6	Writing Strategies	Reading a textbook excerpt (multiple choice questions)	clue, color, copy, dotted line, guessing game, jumble, list, missing letter, prize, show and tell, starting letter, trace	
	7	Math Skill 1: Counting and Cardinality	Reading the math standard (true/false statements)	addition, cardinality, compare, count, count sequence, larger, put together, smaller, subtraction, take away	

	8	Math Strategies 1	Reading a textbook excerpt (true/false statements)	bead, bean, calendar, coin, correct order, dot plate, hands-on, keep track, narrative, number line, pass out, shake and spill	
	9	Math Skill 2: Measurements and Data	Reading the standards guide (true/false statements)	attribute, category, classify, data, length, less, measurement, more, shorter, sort, taller, temperature, weight	
	10	Math Strategies 2	Reading a textbook excerpt (multiple choice questions)	brainstorm, cold, comparison, color, gather, group, height, hot, natural objects, order, ruler, string	
	11	Math Skill 3: Geometry	Reading the standards guide (true/false statements)	ball, circle, cube, difference, flat, geometry, polygon, shape, similarity, solid, square, three-dimensional, two-dimensional	
	12	Math Strategies 3	Reading message board posts (true/false statements)	build, clay, combine, corner, cut out, draw, form, glue, pasta, pour, rectangle, sand, side, sugar, triangle	
	13	Classroom Management: Theory	Reading a textbook chapter introduction (true/false statements)	anger, classroom management, conflict, confusion, control, flexibility, misbehave, preemptive, preparation, prevent, problem, positive, reinforce, resolve, think on your feet	
	14	Classroom Management: Methods 1	Reading a handout (true/false statements)	active role, caretaker, door holder, eraser, helper, involve, job, line leader, nurse buddy, paper handler, reduce, responsibility, rotation, sweeper, take turns	
	15	Classroom Management: Methods 2	Reading message board posts (multiple choice questions)	act up, behavior, break, consistent, cover (your) mouth, interrupt, quiet corner, quiet signal, repetition, reward, routine, start over	



## Resource for distribution of the teaching/learning content - Teacher Assistant, 11<sup>th</sup> grade

(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)

### *Kindergarten Teacher, Express Publishing, 2022*

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 2</b>							
	11	Lesson Plan Formats	Reading a webpage (multiple choice questions)	Listening to a conversation between a mentor and a student teacher (true/false statements); Completing a conversation	Acting out a dialogue between a mentor and a student teacher	Completing the keys to a good lesson plan	
	12	Assessing the Lesson	Reading a textbook excerpt (true/false statements)	Listening to a conversation between a mentor and a student teacher (true/false statements); Completing a conversation	Acting out a dialogue between a mentor and a student teacher	Completing the tips for assessing lessons	

	13	Classroom Language: Getting Attention	Reading a message board (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing the tips for getting students' attention	
	14	Classroom Language: Generating Repetition	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between a student teacher and a mentor (true/false statements); Completing a conversation	Acting out a dialogue between a student teacher and a mentor	Completing the types of repetition page	
	15	Classroom Language: Checking for Understanding	Reading a textbook section (true/false statements)	Listening to a conversation between a teacher and a student (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a student	Completing the keys to not leaving students behind page	
<b>Book 3</b>							
	1	Language Skills 1: Reading	Reading the reading standard (multiple choice questions)	Listening to a conversation between a teacher and a parent (true/false statements);	Acting out a dialogue between a teacher and a parent	Completing a letter about reading to the parents of the students in your class	

				Completing a conversation			
	2	Reading Strategies 1	Reading a textbook excerpt (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing the lesson plan overview for a reading lesson for kindergarten students	
	3	Language Skills 2: Literature	Reading a language standard (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing the questions a teacher can ask students after he or she reads a story	
	4	Reading Strategies 2	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between textbook excerpt (multiple choice questions); Completing a conversation	Acting out a dialogue between textbook excerpt	Completing the plan that includes a creative activity related to a story	
	5	Writing Skill	Reading the writing standard (true/false statements)	Listening to a conversation between a principal and a teacher (true/false statements); Completing a conversation	Acting out a dialogue between a principal and a teacher	Completing the progress report on a particular student	

	6	Writing Strategies	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between a parent and a teacher (true/false statements); Completing a conversation	Acting out a dialogue between a parent and a teacher	Completing the lesson plan for a fun activity focusing on writing skills	
	7	Math Skill 1: Counting and Cardinality	Reading the math standard (true/false statements)	Listening to a conversation between a teacher and a student (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a student	Completing the student progress report	
	8	Math Strategies 1	Reading a textbook excerpt (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing the list of materials various hands-on math activities require	
	9	Math Skill 2: Measurements and Data	Reading the standards guide (true/false statements)	Listening to a conversation between a teacher and an assistant (multiple choice questions); Completing a conversation	Acting out a dialogue between a teacher and an assistant	Completing the list of teaching goals for a unit on data and measurement	
	10	Math Strategies 2	Reading a textbook excerpt (multiple choice questions)	Listening to a conversation between two teachers (multiple choice questions);	Acting out a dialogue between two teachers	Completing the activity that addresses the math standard for data and measurement.	

				Completing a conversation			
	11	Math Skill 3: Geometry	Reading the standards guide (true/false statements)	Listening to a conversation between a teacher and a student (true/false statements); Completing a conversation	Acting out a dialogue between a teacher and a student	Completing the guide to help students learn the difference between two-dimensional and three-dimensional objects	
	12	Math Strategies 3	Reading message board posts (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing a lesson plan to help teach students the geometry standards	
	13	Classroom Management: Theory	Reading a textbook chapter introduction (true/false statements)	Listening to a conversation between a student teacher and a mentor teacher (true/false statements); Completing a conversation	Acting out a dialogue between a student teacher and a mentor teacher	Completing the email from a mentor teacher to a student teacher about classroom management	
	14	Classroom Management: Methods 1	Reading a handout (true/false statements)	Listening to a conversation between two teachers (true/false statements); Completing a conversation	Acting out a dialogue between two teachers	Completing an information sheet on classroom jobs	

	15	Classroom Management: Methods 2	Reading message board posts (multiple choice questions)	Listening to a conversation between a student teacher and a mentor teacher (true/false statements); Completing a conversation	Acting out a dialogue between a student teacher and a mentor teacher	Completing the classroom management guide for student teachers	
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## 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 grade sis **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)<sup>1</sup>. 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 collaborative nature, between learners themselves. The precise balance between teacher-centered

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<sup>1</sup> CEFR, Chapter 2.2. Implementing the action-oriented approach.

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.

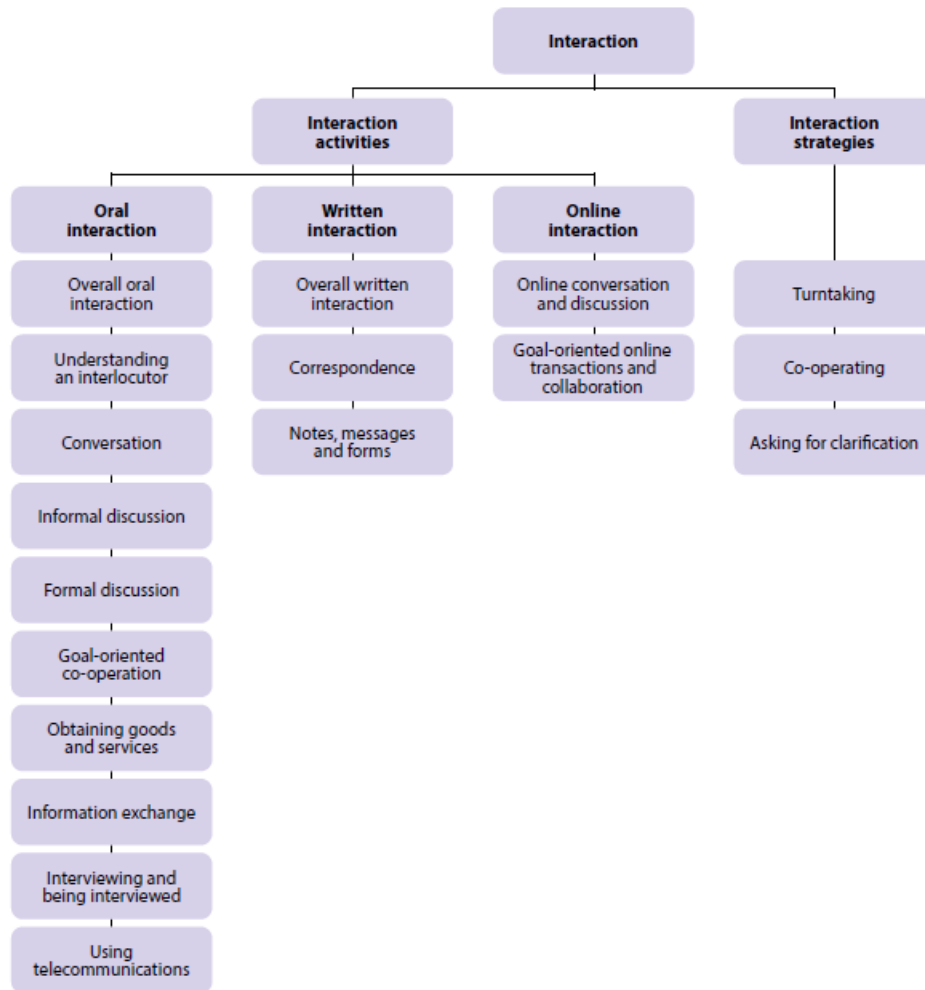


Fig. 1. Interactive activities and strategies (summary).

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.

<b>B1</b>	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).
<b>A2</b>	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.
<b>A1</b>	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.
<b>Pre-A1</b>	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.
  -

<b>B1</b>	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.
<b>A2</b>	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.
<b>A1</b>	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.
<b>Pre-A1</b>	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.

<b>B1</b>	<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>
	<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>
<b>A2</b>	<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>
	<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>
<b>A1</b>	<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>
<b>Pre-A1</b>	<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.

<b>B1</b>	<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>
<b>A2</b>	<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>
<b>A1</b>	<p>Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.</p>
<b>Pre-A1</b>	<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.

<b>B1</b>	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.
<b>A2</b>	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.
<b>A1</b>	<i>No descriptors available</i>
<b>Pre-A1</b>	<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.

<b>B1</b>	<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>
<b>A2</b>	<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>
<b>A1</b>	<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.

<b>B1</b>	<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>
<b>A2</b>	<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>
<b>A1</b>	<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>
<b>Pre-A1</b>	<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.

<b>B1</b>	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.
<b>B1</b>	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.
<b>A2</b>	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.
<b>A2</b>	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.
<b>A1</b>	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”.
<b>Pre-A1</b>	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.
<b>Pre-A1</b>	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.

<b>B1</b>	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.
<b>B1</b>	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.
<b>A2</b>	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.
<b>A1</b>	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.
<b>A1</b>	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.

<b>B1</b>	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).
<b>A2</b>	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).
<b>A2</b>	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.

<b>B1</b>	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.
<b>A2</b>	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
<b>A1</b>	Can ask for or pass on personal details.
<b>Pre-A1</b>	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.

<b>B1</b>	<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>
<b>A2</b>	<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>
<b>A1</b>	<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>
<b>Pre-A1</b>	<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.

<b>B1</b>	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.
<b>A2</b>	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).
<b>A1</b>	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.").
<b>Pre-A1</b>	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.

<b>B1</b>	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.
<b>A2+</b>	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.
<b>A2</b>	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.
<b>A1</b>	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).
<b>Pre-A1</b>	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.
<b>Pre-A1</b>	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.
<b>Pre-A1</b>	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.

<b>B1</b>	<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>
<b>A2</b>	<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>
<b>A1</b>	<p>Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail or telephone number).</p>
<b>Pre-A1</b>	<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

- **Write down the unit vocabulary on separate pieces of paper.** Place the words face up on the floor around the room. Split the students into two teams. Have students wander around the room. Call out the definition of a word. The student who picks up the correct word gets a point for their team and the chance to use it in a sentence. If the student picks up the wrong word, then their team loses a point. If they use the word in a sentence correctly, then they get another point. If they use it incorrectly, the other team gets the chance to use it correctly and steal a point. Repeat until all of the vocabulary has been reviewed. The team with the most points wins. (examples of the activity Kindergarten teachers, Express Publishing, **Book 2 Unit 9, Rounding up before Exercise 9 Writing**)
- **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 (classroom, desks, chairs, stepstools, craft tables, sink, whiteboard, bulletin board, calendar, windows, lock)). 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 Kindergarten Teacher, Express Publishing, **Book 2 Unit 3 Rounding up after Exercise 9 Writing**)
- **Split the class into teams.** With books closed, have one student from each team come to the front of the room. Call out one of the vocabulary words. The first person to slap the desk gets the opportunity to say the definition of the word. If the student gets the definition correct, then their team gets a point. If they get the definition incorrect, the other team gets a chance to define the word and steal a point. The player that defines the word gets a chance to get a bonus point by spelling the word correctly. Switch players that are at the front of the room. Repeat until all of the vocabulary words have been reviewed. (example of the activity Kindergarten Teacher, Express Publishing, **Book 1 Unit 1 Rounding up after Exercise 9 Writing**)
- **Split the class into pairs.** With books closed have students say as many words/phrases as they can remember from the unit. Continue until you have reviewed all of the vocabulary. (example of the activity Kindergarten Teacher, Express Publishing, **Book 1 Unit 7 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 Kindergarten Teacher, Express Publishing, Book 3 **Unit 9 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 Kindergarten Teacher, Express Publishing, Book 3 **Unit 2 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 Kindergarten Teacher, Express Publishing, Book 3 **Unit 8 Rounding up after Exercise 9 Writing**)
- **Write the definitions of the vocabulary on separate pieces of paper.** Make two sets of definitions. Split the class into two teams. Make sure they are numbered. Hang the definitions around the classroom. Split students into pairs. Have each pair number a piece of paper. They have them walk around the room together and write down the word/phrase for each of the numbered definitions. Encourage students to work with their partners. When all the pairs have finished, check the answers as a class. (example of the activity Kindergarten Teachers, Express Publishing, Book 3 **Unit 6 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 Kindergarten Teacher, Express Publishing, Book 3 **Unit 7 Rounding up after Exercise Writing**)

- **Have students stand in a circle.** Give one student a ball or a soft item. The students should say one of the unit words and throw the ball to another student. The student who catches the ball should give the definition of the word and throw the ball to another student. The student who catches the ball should use the word in a sentence, say a new word, and throw the ball to another student. Repeat the activity.. (example of the activity Kindergarten teacher, Express Publishing, **Book 2 Unit 2 Rounding up after Exercise 9 Writing**)
- **Assign each of the students a vocabulary word.** Repeat words if you need to. Split the students into groups. Have one group of students make Circle A. The other group of students should make Circle B outside of Circle A. Make sure that the students are facing each other. Tell the students in Circle A that they must ask the students that they are facing in Circle B to define the word that they are assigned. The students in Circle B have 20 seconds to define the word. After the 20 seconds, the students in Circle B should move to the left so that they are facing a new partner. Continue until all of the students in Circles A and B have spoken to each other. Repeat, having the students in Circle B asking for the definitions and the students in Circle A moving to the left. When all of the students have spoken to each other, review the vocabulary as a class. (example of the activity Kindergarten Teacher, Express Publishing, **Book 1 Unit 5 Rounding up after Exercise 9 Writing**).

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

## GLOSSARY

### Kindergarten Teacher, Express Publishing, 2022

#### Book 1

- **academic**

[ADJ-U5] If something is **academic**, it is associated with education and studying from books.

- **allergy**

[N-COUNT-U13] An **allergy** is a medical condition in which people become sick or their skin grows red and painful as a result of eating, touching or inhaling a specific substance.

- **always**

[ADV-U8] If something **always** happens, it happens on every single occasion.

- **arrival**

[N-UNCOUNT-U4] An **arrival** is when a person or object reaches the place they are going to.

- **assessment**

[N-COUNT-U11] An **assessment** is a process in which a person forms a judgment or opinion about someone or something after careful consideration.

- **attend**

[V-T-U13] To **attend** is to be present at an event like a class or meeting.

- **baby wipe**

[N-COUNT-U3] A **baby wipe** is a wet paper towel that is only meant to be used once, and which people use to clean themselves or children.

- **bachelor's degree**

[N-COUNT-U15] A **bachelor's degree** is a first university degree at undergraduate level.

- **bulletin board**

[N-COUNT-U1] A **bulletin board** is a board that hangs on a wall and has announcements, pictures or information on it.

- **bullying**

[N-UNCOUNT-U10] **Bullying** is behavior that frightens, threatens or harms someone smaller or less powerful.

- **calendar**

[N-COUNT-U1] A **calendar** is a set of pages that show the days, weeks and months of a specific year.

- **call**

[V-T-U9] To **call** is to say the name of someone or something, often loudly, or to say something in a loud voice.

- **call back**

[N-UNCOUNT-U9] **Call back** is an activity in which students respond to a teacher's cue with a set word or phrase.

- **caring**

[ADJ-U14] If someone is **caring**, he or she is aware of what other people need and want and he or she tries to help.

- **cell phone**

[N-COUNT-U6] A **cell phone** is a small phone that people can carry with them, which they can use in many different locations.

- **certified**

[ADJ-U15] If someone is **certified**, they have an official document stating that they have completed training or are qualified to do something.

- **chair**

[N-COUNT-U1] A **chair** is a piece of furniture for one person to sit on, with a back, a seat and four legs.

- **check in**

[PHRASAL V-U4] To **check in** is to report one's arrival to a person in authority.

- **checklist**

[N-COUNT-U12] A **checklist** is a list that reminds someone of all the things he or she needs to do or consider for a specific task or activity.

- **class webpage**

[N-COUNT-U6] A **class webpage** is a page on the Internet with information for parents and students who belong to a specific class.

- **classroom**

[N-COUNT-U1] A **classroom** is a room where classes take place in a school or college.

- **classroom letter**

[N-COUNT-U6] A **classroom letter** is a printed message for the children in a class and their parents.

- **classroom phone**

[N-COUNT-U6] A **classroom phone** is a telephone located in a classroom.



- **classroom rule**  
[N-COUNT-U10] A **classroom rule** is an action that is either required or not allowed in a classroom setting.
- **classwork**  
[N-UNCOUNT-U11] **Classwork** is work completed by students while in a classroom setting, rather than at home.
- **collaborate**  
[V-I-U7] To **collaborate** is to work together with a person or group in order to produce or accomplish something.
- **collect**  
[V-T-U11] To **collect** is to get things of the same type from various places or sources and bring them together.
- **communicative**  
[ADJ-U14] If someone is **communicative**, he or she is able to talk to other people with ease.
- **concern**  
[N-COUNT-U7] A **concern** is something that worries someone, or an overall feeling of worry about something important.
- **connect**  
[V-T-U9] To **connect** is to feel as if one understands someone or is understood by someone.
- **construction paper**  
[N-UNCOUNT-U3] **Construction paper** is a type of thick paper, which is available in many colors, and is often used by schoolchildren to make art.
- **conversation**  
[N-COUNT-U6] A **conversation** is a talk between at least two people, which is usually private or casual.
- **cotton ball**  
[N-COUNT-U3] A **cotton ball** is a small ball of soft cotton that people sometimes use for craft projects.
- **craft table**  
[N-COUNT-U1] A **craft table** is a piece of furniture with legs and a flat work surface, which is used for creating items by hand. Craft tables usually have storage space for craft supplies.
- **crayon**  
[N-COUNT-U2] A **crayon** is a short stick of colored wax or chalk that people use to draw pictures.

- **creative**  
[ADJ-U14] If someone is **creative**, he or she is good at using his or her imagination and thinking up new ideas.
- **daily**  
[ADV-U8] If something is done **daily**, it happens once each day.
- **demonstrate**  
[V-T-U11] To **demonstrate** is to show that you have a specific ability, quality or feeling.
- **desk**  
[N-COUNT-U1] A **desk** is a piece of furniture similar to a table, usually with drawers in it, where people sit to work or write.
- **develop**  
[V-T-U5] To **develop** is to grow, change, or improve, with experience or age.
- **dialogue**  
[N-COUNT-U7] A **dialogue** is a discussion, where two parties talk, usually in order to fix a problem.
- **diploma**  
[N-COUNT-U15] A **diploma** is an official document that proves a student has successfully finished his or her high school or university education.
- **disability**  
[N-COUNT-U12] A **disability** is a physical or mental condition that makes it hard for someone to use part of their body or brain, or to learn normally.
- **dismissal**  
[N-UNCOUNT-U4] **Dismissal** is the act of telling a person that they are allowed to leave a place.
- **dry erase marker**  
[N-COUNT-U2] A **dry erase marker** is a type of pen that can be easily removed from a whiteboard, but which is permanent on paper.
- **early childhood education**  
[N-UNCOUNT-U15] **Early childhood education** is a type of educational theory, which focuses on teaching children up to about age eight.
- **education**  
[N-UNCOUNT-U15] **Education** is the process of teaching and learning, usually over a period of several years, at a school, college or university.

- **email**  
[N-COUNT-U6] An **email** is a message that is sent from one person to another, using a computer or mobile device. It travels via the Internet.
- **emotional**  
[ADJ-U5] If something is **emotional**, it is associated with causing or having strong feelings.
- **end of year**  
[ADJ-U11] If something is **end of year**, it takes place at the close of either the calendar or academic year.
- **eraser**  
[N-COUNT-U2] An **eraser** is a small piece of rubber that people use to get rid of pen or pencil marks from paper.
- **every**  
[ADJ-U8] **Every** is used to show how regularly something occurs.
- **example**  
[N-COUNT-U11] An **example** is a specific fact, idea, person or object that is used to represent a bigger group.
- **experience**  
[N-UNCOUNT-U9] **Experience** is the knowledge and skill that you get from performing an activity or job.
- **fine motor skills**  
[N-PLURAL-U12] **Fine motor skills** are the abilities needed to perform small movements of the hands, wrists, fingers, feet, toes, tongue and lips.
- **flexible**  
[ADJ-U14] If someone is **flexible**, he or she is able to make changes easily or handle a changing situation well.
- **folder**  
[N-COUNT-U2] A **folder** is a container that is used to store loose pieces of paper, which is usually made from card or plastic.
- **glitter**  
[N-UNCOUNT-U3] **Glitter** refers to tiny pieces of shiny metal or plastic that people use to decorate things.
- **glue stick**  
[N-COUNT-U2] A **glue stick** is a tube that contains a sticky substance, which people use to attach two things together.

- **graduate**  
[V-I-U15] To **graduate** is to complete your education at an academic institution and receive a degree or other qualification.
- **gross motor skills**  
[N-PLURAL-U12] **Gross motor skills** are the abilities needed to control large muscles in order to walk, run, crawl or do other activities.
- **handle**  
[V-T-U10] To **handle** is to take action in order to deal with a challenging problem or situation.
- **handwashing**  
[N-UNCOUNT-U10] **Handwashing** is the process of using soap and water to clean one's hands in order to remove dirt and reduce the spread of disease.
- **IEP (individualized education program)**  
[N-COUNT-U13] An **IEP** is a document that outlines the educational goals for a child with a disability.
- **illness**  
[N-COUNT-U13] **Illness** is the state of feeling unwell or a general term for disease.
- **improvement**  
[N-UNCOUNT-U12] **Improvement** is the state or process of becoming better at something than one was in the past.
- **incident report**  
[N-COUNT-U6] An **incident report** is a formal document, which describes an accident or unusual event that occurred.
- **innovative**  
[ADJ-U14] If something is **innovative**, it is new, different or an improvement on what existed before.
- **interact**  
[V-I-U5] To **interact** is to communicate and react to another person, usually while doing a joint activity.
- **interval**  
[N-COUNT-U11] An **interval** is the space, distance or period of time between two things.

- **issue**  
[N-COUNT-U7] An **issue** is a subject or problem that people talk or **kind**  
[ADJ-U14] If someone is **kind**, he or she acts in a way that shows he or she cares about other people and wants to make them happy.
- **learn**  
[V-T-U5] To **learn** is to get knowledge of something through experience, studying, or being taught.
- **lesson**  
[N-COUNT-U4] A **lesson** is a period of time when a person learns a specific skill or studies a specific subject.
- **licensed**  
[ADJ-U15] If someone is **licensed**, they have received official permission to do a specific job.
- **listen**  
[V-I-U10] To **listen** is to pay attention to someone's words or to a sound in order to hear better.
- **lock**  
[V-T-U1] To **lock** is to close something and keep it shut, usually with a key, so that other people cannot open it.
- **lunch**  
[N-UNCOUNT-U4] **Lunch** is a meal that people eat in the middle portion of the day.
- **maintain**  
[V-T-U10] To **maintain** is to make something continue to be the same.
- **major**  
[N-COUNT-U15] A **major** is the subject that a student focuses on at college or university.
- **marker**  
[N-COUNT-U2] A **marker** is a large pen with a soft tip made of fibers, available in many colors.
- **master's degree**  
[N-COUNT-U15] A **master's degree** is a postgraduate, university degree that a person earns by studying for one or two years more after attaining a first degree.
- **never**  
[ADV-U8] If something **never** happens, it does not happen at any time in the past or in the future.

- **non-native speaker**  
[N-COUNT-U13] A **non-native speaker** is a person whose first language learned was different from the one being used.
- **observational record**  
[N-COUNT-U11] An **observational record** is an observation-based method of assessing children's abilities, knowledge and development.
- **occasionally**  
[ADV-U8] If something is done **occasionally**, it happens now and then but not often.
- **often**  
[ADV-U8] If something is done **often**, it happens many times or on multiple occasions.
- **only child**  
[N-COUNT-U13] An **only child** is a person who does not have any siblings.
- **open play**  
[N-UNCOUNT-U4] **Open play** is when kids can play however they want, with little organized structure.
- **organized**  
[ADJ-U14] If someone is **organized**, he or she arranges plans carefully and effectively or is neat and methodical.
- **over time**  
[ADJ-U11] If something happens **over time**, it takes place slowly or gradually.
- **paper bag**  
[N-COUNT-U3] A **paper bag** is a container made from paper, which is open at one end.
- **paper plate**  
[N-COUNT-U3] A **paper plate** is a plate made from cardboard, which is only meant to be used once.
- **paper towel**  
[N-COUNT-U3] A **paper towel** is a sheet or roll of soft, thick paper that people use to clean up liquids or to dry their hands.
- **parental**  
[ADJ-U12] If something is **parental**, it is associated with being a mother or a father, particularly for being responsible for a child's development and wellbeing.
- **parent-teacher conference**  
[N-COUNT-U7] A **parent-teacher conference** is a brief meeting between a student's teacher and parents, to talk about the student's progress and to address any problems.

- **passionate**  
[ADJ-U14] If someone is **passionate**, he or she shows or expresses strong feelings, beliefs or a lot of enthusiasm.
- **patient**  
[ADJ-U14] If someone is **patient**, he or she is capable of waiting calmly for a long period of time or of handling a difficult situation without getting angry.
- **peer**  
[N-COUNT-U5] A **peer** is a person who is the same age, or who has the same kind of job or background as another person.
- **pencil**  
[N-COUNT-U2] A **pencil** is a thin, wooden stick with a black or colored substance in the middle, which people use for writing or drawing.
- **physical assessment**  
[N-COUNT-U12] A **physical assessment** is the process of gaining information about a child's physical wellbeing and abilities.
- **physical contact**  
[N-UNCOUNT-U10] **Physical contact** is the act of touching someone else with part of one's body.
- **pipe cleaner**  
[N-COUNT-U3] A **pipe cleaner** is a strip of metal wire, covered with a soft substance.
- **plan ahead**  
[V-PHRASE-U9] To **plan ahead** is to work out a detailed scheme, program or project in advance.
- **popsicle stick**  
[N-COUNT-U3] A **popsicle stick** is a small piece of wood, attached to a frozen treat, which allows someone to hold it.
- **portfolio assessment**  
[N-COUNT-U11] A **portfolio assessment** is a method of evaluating student progress through a series of student-developed artifacts.
- **practice**  
[N-COUNT-U5] **Practice** is an occasion when someone does a specific thing in order to improve his or her skill at it.
- **praise**  
[V-T-U7] To **praise** is to say that one admires and approves of an action someone has taken, or of a quality he or she has.

- **preschool**  
[N-UNCOUNT-U13] **Preschool** is a school that teaches children aged between two and five years old.
- **preview**  
[N-COUNT-U9] A **preview** is a brief description of something that will happen or be available soon.
- **prior knowledge**  
[N-UNCOUNT-U9] **Prior knowledge** is a combination of a student's preexisting knowledge, attitude and experiences.
- **problem-solving**  
[N-UNCOUNT-U5] **Problem-solving** is the process of finding ways to do something or to fix problems.
- **progress**  
[N-UNCOUNT-U12] **Progress** is the process of becoming better at doing something or coming closer to achieving something.
- **questionnaire**  
[N-COUNT-U12] A **questionnaire** is a written series of questions, which a large group of people answer, in order to gather information.
- **quiet time**  
[N-UNCOUNT-U4] **Quiet time** is a period of time when people do activities that make little noise and require little energy.
- **random**  
[ADJ-U9] If something is **random**, it is selected or happening without a set plan, aim or purpose.
- **rarely**  
[ADV-U8] If something happens **rarely**, it does not happen frequently or often.
- **rating scale**  
[N-COUNT-U12] A **rating scale** is a system for assigning scores to people taking a test, which ranges from highest to lowest or vice versa.
- **recall**  
[V-T-U9] To **recall** is to remember a specific fact.
- **recess**  
[N-UNCOUNT-U4] **Recess** is a brief period of time between lessons when children can go outside and play.
- **reference**  
[V-T-U9] To **reference** something is to mention a specific writer or piece of work.

- **remember**  
[V-I-U9] To **remember** is to bring a fact that one knew before back into one's mind.
- **remind (one) of**  
[V-PHRASE-U9] To **remind (one) of** something is to make someone think about something that happened in the past or to help someone to remember something.
- **resolve**  
[V-T-U7] To **resolve** is to find a satisfactory solution to a problem or disagreement.
- **review**  
[V-T-U7] To **review** is to study, consider or judge a situation or process again, in order to decide whether changes are needed.
- **running**  
[N-UNCOUNT-U10] **Running** is the act of moving your legs very quickly in order to travel somewhere fast.
- **safety**  
[N-UNCOUNT-U10] **Safety** is a state in which someone or something is not in danger or likely to come to harm.
- **safety scissors**  
[N-PLURAL-U2] **Safety scissors** are scissors with a round or blunt tip that children use to cut things. It is harder to accidentally hurt oneself with safety scissors.
- **schedule**  
[N-COUNT-U4] A **schedule** is a plan of activities and events and the order or time at which they will take place.
- **self-esteem**  
[N-UNCOUNT-U5] **Self-esteem** is the feeling that one is as good as other people and that one deserves to be treated well or respected.
- **sharp object**  
[N-COUNT-U10] A **sharp object** is any item with an edge that can cut, or which comes to a point.
- **sibling**  
[N-COUNT-U13] A **sibling** is a person's brother or a sister.
- **single parent**  
[N-COUNT-U13] A **single parent** is a mother or father who cares for children without the help of a partner.
- **sink**  
[N-COUNT-U1] A **sink** is a large open container, usually connected to a wall, that fills with water.
- **snack**  
[N-COUNT-U4] A **snack** is a small quantity of food that people eat between meals.
- **social**  
[ADJ-U5] If something is **social**, it is associated with activities done with others, usually for pleasure.
- **sometimes**  
[ADV-U8] If something happens **sometimes**, it happens in certain situations or on certain occasions, but not often.
- **special needs**  
[N-PLURAL-U13] **Special needs** are the specific needs of people who have mental or physical disabilities.
- **stay in touch**  
[V-PHRASE-U6] To **stay in touch** is to maintain regular contact with someone.
- **stepstool**  
[N-COUNT-U1] A **stepstool** is a low stool with one or more steps, which usually fold up under the seat.
- **story time**  
[N-UNCOUNT-U4] **Story time** is a set time at which a story is read aloud to entertain children.
- **student teaching**  
[N-UNCOUNT-U15] **Student teaching** is the period of time during which students hoping to become teachers practice teaching in a school.
- **successful**  
[ADJ-U7] If something is **successful**, it achieves the effect or result that it was intended to.
- **support**  
[N-UNCOUNT-U7] **Support** is help, approval and encouragement that someone offers to someone else.
- **text message**  
[N-COUNT-U6] A **text message** is a typed message that someone sends or receives on a mobile phone.
- **tissue paper**  
[N-UNCOUNT-U3] **Tissue paper** is a kind of very thin paper, used to wrap or protect items, or in craft projects.
- **understanding**  
[ADJ-U14] If someone is **understanding**, he or she is sympathetic and kind because he or she can appreciate how other people feel.

- **update**  
[V-T-U6] To **update** is to add the most recent information to something or to share recent news with someone.
- **usually**  
[ADV-U8] If something **usually** happens, it happens on most occasions or in most situations but not always.
- **washable**  
[ADJ-U2] If something is **washable**, it can easily be removed from a surface with water.
- **watercolors**  
[N-PLURAL-U2] **Watercolors** are a kind of paint that is combined with water, which people use to paint pictures.
- **weekly**  
[ADJ-U8] If something happens **weekly**, it takes place one time each week.
- **whiteboard**  
[N-COUNT-U1] A **whiteboard** is a large, white board in a classroom that a teacher writes on with ink that rubs off.
- **window**  
[N-COUNT-U1] A **window** is an area of glass in the wall of a building that allows light and air in and lets people see what is outside.

## Book 2

- **aboard**  
[ADJ-U10] If someone is **aboard**, he or she is in a vehicle.
- **absent**  
[ADJ-U3] If someone is **absent**, he or she is not at the class or meeting or event being discussed.
- **accident**  
[N-COUNT-U1] An **accident** is when a child urinates or defecates before reaching a bathroom.
- **accomplish**  
[V-T-U12] To **accomplish** something is to complete and finish it successfully.
- **activity**  
[N-COUNT-U11] An **activity** is something people do for fun or learning.
- **afternoon**  
[N-UNCOUNT-U8] **Afternoon** is the time in the middle of the day after morning and before evening.

- **all together now**  
[EXPRESSION-U14] To say, "**all together now**" means that you want others to do or say something at the same time.
- **application**  
[N-COUNT-U11] An **application** is when a person tries to do something he or she has learned about.
- **approach**  
[N-COUNT-U12] An **approach** is a way of doing something.
- **assess**  
[V-T-U12] To **assess** something is to judge the quality or effectiveness of it.
- **assign**  
[V-T-U9] To **assign** someone to do something is to tell them to do that thing.
- **attendance sheet**  
[N-COUNT-U3] An **attendance sheet** is a list of all the people that should be at a class or meeting and which can be marked to indicate who is present and who is absent.
- **attention**  
[N-UNCOUNT-U13] **Attention** is the state of focusing on something.
- **authorized**  
[ADJ-U10] If someone is **authorized** to do something, he or she is allowed to do it.
- **backpack**  
[N-COUNT-U3] A **backpack** is a bag worn on one's back with two shoulder straps, often used for carrying school supplies.
- **beforehand**  
[ADV-U8] To do something **beforehand** is to do it earlier than other things.
- **bell**  
[N-COUNT-U13] A **bell** is a somewhat round hollow object with a smaller metal part inside it that makes noise when one rings it.
- **bin**  
[N-COUNT-U9] A **bin** is a container for storing things in.
- **book walk**  
[EXPRESSION-U7] A **book walk** is when a teacher shows students the pictures of a book and has the students guess what the story is about.
- **break**  
[N-COUNT-U5] A **break** is a short amount of time to rest before going back to work or class.

- **break up**  
[PHRASAL V-U5] To **break up** something is to stop it and keep it from continuing.
- **breakfast**  
[N-COUNT-U4] A **breakfast** is the meal a person eats in the morning.
- **burn off**  
[V-T-U5] To **burn off** something is to use it up.
- **bus**  
[N-COUNT-U10] A **bus** is a large, long vehicle that takes many people to different destinations.
- **cafeteria**  
[N-COUNT-U4] A **cafeteria** is a place where people eat that often sells food.
- **call back**  
[V-I-U14] To **call back** is to repeat a phrase after someone has just said it.
- **calm**  
[V-T-U8] To **calm** someone is to make him or her feel relaxed and not worried.
- **cause**  
[N-COUNT-U15] A **cause** is an action or event that makes something happen.
- **change of clothes**  
[N-COUNT-U1] A **change of clothes** is a group of clothes that are worn as an outfit, such as a pair of pants, a shirt, socks, and underwear.
- **chant**  
[V-I-U14] To **chant** something is to repeat one or more phrases with a group of people.
- **choral repetition**  
[N-UNCOUNT-U14] **Choral repetition** is when a teacher says a word or phrase and the students repeat what the teacher said.
- **clap**  
[V-I-U14] To **clap** is to quickly hit one's hands together to make a sound.
- **class library**  
[N-COUNT-U7] A **class library** is a collection of books kept in a classroom.
- **class list**  
[N-COUNT-U1] A **class list** is a list of the names of the students in a class.
- **classroom layout**  
[N-COUNT-U1] A **classroom layout** is the way that a classroom is organized, such as where the desks and chairs are.

- **cleanup**  
[N-UNCOUNT-U9] **Cleanup** is when students put supplies away and tidy up messes they made.
- **clearly**  
[ADV-U12] To do something **clearly** is to do it so it is easily understood.
- **coat**  
[N-COUNT-U3] A **coat** is a piece of clothing worn over one's shirt for warmth.
- **comfort**  
[N-UNCOUNT-U8] **Comfort** is a feeling of relaxation and peacefulness.
- **confirm**  
[V-T-U10] To **confirm** something is to make sure it is correct.
- **confuse**  
[V-T-U12] To **confuse** something is to mistake it for something else.
- **contact information**  
[N-UNCOUNT-U1] **Contact information** is information that can be used to contact a person by, such as his or her phone number and home address.
- **crib**  
[N-COUNT-U8] A **crib** is a bed suitable for a small child.
- **crucial**  
[ADJ-U6] If something is **crucial**, it is very important and necessary for success.
- **cubby**  
[N-COUNT-U3] A **cubby** is a small compartment for storing items.
- **culminating activity**  
[N-COUNT-U11] A **culminating activity** is an activity that comes at the end of a lesson that allows students to practice what they've learned.
- **depart**  
[V-T-U2] To **depart** is to leave a place or to stop following a plan.
- **development**  
[N-UNCOUNT-U6] **Development** is a process of growing.
- **direct**  
[V-T-U13] To **direct** something is to lead or guide it.
- **discuss**  
[V-T-U7] To **discuss** something is to talk about it with other people.

- **dismissal**  
[N-UNCOUNT-U10] **Dismissal** is the act of allowing a person to leave an area or an event.
- **display**  
[V-T-U7] To **display** something is to hold it or put it somewhere where it can be viewed.
- **drag out**  
[V-T-U2] To **drag out** something is to spend more time doing it than is necessary.
- **drop off**  
[PHRASAL V-U3] To **drop off** someone is to take him or her somewhere and leave him or her there.
- **early care**  
[N-UNCOUNT-U4] **Early care** is care given to children before school, often including a breakfast.
- **effect**  
[N-COUNT-U15] An **effect** is the result of an action or event.
- **encourage**  
[V-T-U2] To **encourage** someone is to make them feel good about what they are doing.
- **engage**  
[V-T-U2] To **engage** someone is to get their attention and make them interested in something.
- **ensure**  
[V-T-U15] To **ensure** something is to make sure it happens or is true.
- **escort**  
[V-T-U4] To **escort** someone is to take him or her where he or she needs to go.
- **establish**  
[V-T-U2] To **establish** something is to set it up as a permanent system, rule, or habit.
- **evaluate**  
[V-T-U11] To **evaluate** something is to judge its quality.
- **excitement**  
[N-UNCOUNT-U2] **Excitement** is a feeling of energetic happiness.
- **explain**  
[V-T-U12] To **explain** something is to describe it so someone can understand it.
- **explain another way**  
[EXPRESSION-U15] To **explain another way** is to describe something differently because someone didn't understand it.

- **extension**  
[N-COUNT-U11] An **extension** is something related to or added on to something else.
- **eyes on me**  
[EXPRESSION-U13] To say, "**eyes on me**" means you want people to look at you.
- **family style**  
[ADJ-U4] If a meal is **family style**, it has large plates of food that several people take portions from.
- **feedback**  
[N-UNCOUNT-U12] **Feedback** is someone's advice or opinion for someone else's work or idea.
- **finish**  
[V-T-U4] To **finish** something is to complete it, be done with it, or eat or use all of it.
- **flip through**  
[V-T-U7] To **flip through** something is to look at its pages quickly without reading them.
- **friendship**  
[N-COUNT-U6] A **friendship** is when two people enjoy spending time together.
- **game**  
[N-COUNT-U6] A **game** is something people play that has rules and objectives.
- **goal**  
[N-COUNT-U12] A **goal** is a result that a person tries to make happen.
- **greet**  
[V-T-U2] To **greet** someone is to welcome him or her, or say hello to him or her after meeting him or her.
- **group activity**  
[N-COUNT-U9] A **group activity** is something that people can do together.
- **guardian**  
[N-COUNT-U10] A **guardian** is an adult who is responsible for a child's safety.
- **gym**  
[N-COUNT-U5] A **gym** is a large room or building for people to exercise or do sports inside.
- **heads up**  
[EXPRESSION-U13] To say, "**heads up**" means you want people to lift their heads and focus on something.
- **healthy**  
[ADJ-U4] If something is **healthy**, it is good for a person's body.



- **hold up**  
[V-T-U7] To **hold up** something is to hold it so that others can see it.
- **hot lunch**  
[N-COUNT-U4] A **hot lunch** is any lunch cooked and served by a school's cafeteria staff.
- **imaginative**  
[ADJ-U6] If someone is **imaginative**, he or she is able to think creatively.
- **in (one's) own terms**  
[EXPRESSION-U15] To describe something **in your own terms** is to describe it by yourself, without using a book or someone else's answer.
- **in-class**  
[ADJ-U4] If something is **in-class**, it happens in the classroom.
- **independent**  
[ADJ-U6] If someone is **independent**, he or she is not under another's control.
- **introduce**  
[V-T-U2] To **introduce** something is to present it for the first time.
- **introduction**  
[N-COUNT-U1] An **introduction** is when something is shown or presented for the first time, or when people meet and tell each other their names.
- **involve**  
[V-T-U6] To **involve** someone is to make him or her a part of something.
- **interest**  
[N-UNCOUNT-U12] **Interest** is someone's desire to know about something.
- **junk food**  
[N-UNCOUNT-U4] **Junk food** is food that is not nutritious, such as potato chips, soda, and cookies.
- **label**  
[N-COUNT-U1] A **label** is a small piece of material that is attached to something and has information about that object on it.
- **late**  
[ADJ-U3] If someone is **late**, he or she is not present when the class, meeting, or event starts.
- **learning outcome**  
[N-COUNT-U11] A **learning outcome** is what a student is expected to know after a lesson.

- **leave behind**  
[V-T-U15] To **leave** someone **behind** is to continue without him or her.
- **left out**  
[ADJ-U6] If someone is **left out**, he or she is not able to participate.
- **lesson plan**  
[N-COUNT-U11] A **lesson plan** is a written plan for how to teach a lesson.
- **lie down**  
[PHRASAL V-U8] To **lie down** is to fully recline one's body like when one sleeps.
- **line up**  
[PHRASAL V-U10] To **line up** is to stand next to others to make a straight line.
- **lose**  
[V-T-U12] To **lose** something is to no longer have it, intentionally or unintentionally.
- **lunch**  
[N-COUNT-U3] A **lunch** is a person's meal eaten during the middle of the day.
- **mat**  
[N-COUNT-U8] A **mat** is a piece of material placed on the floor or another surface that is often padded.
- **materials**  
[N-PL-U11] **Materials** are objects needed for an activity or task.
- **monitor**  
[N-COUNT-U5] A **monitor** is a person who watches over others at an event.
- **nap**  
[N-COUNT-U8] A **nap** is when a person sleeps for a short amount of time during the day.
- **objective**  
[N-COUNT-U11] An **objective** is a purpose for doing something.
- **observe**  
[V-T-U12] To **observe** something is to watch it.
- **out sick**  
[ADJ-U3] If someone is **out sick**, he or she is absent because of an illness.
- **parent letter**  
[N-COUNT-U1] A **parent letter** is a letter written by a teacher to the parents of the teacher's students.
- **participate**  
[V-I-U5] To **participate** is to be part of something, such as an event.

- **participation**  
[N-UNCOUNT-U6] **Participation** is the act of being a part of a group or event.
- **philosophy**  
[N-COUNT-U1] A **philosophy** is a set of beliefs related to a particular task.
- **phrase**  
[N-COUNT-U13] A **phrase** is a small group of words often said together that has a certain meaning.
- **pick up**  
[PHRASAL V-U10] To **pick up** someone is to come and take them from an area or an event, usually in a vehicle.
- **play**  
[N-UNCOUNT-U6] **Play** is anything done for fun and enjoyment.
- **play structure**  
[N-COUNT-U5] A **play structure** is a structure built for children, often featuring a slide and things to climb on.
- **playground**  
[N-COUNT-U5] A **playground** is an area with structures for children to play on.
- **practice**  
[V-T-U14] To **practice** something is to repeat an activity or exercise to become better at it.
- **predict**  
[V-T-U7] To **predict** something is to guess it before it happens or before one knows about it.
- **prepare**  
[V-T-U1] To **prepare** something is to get it ready for use.
- **present**  
[ADJ-U3] If someone is **present**, he or she is at the class or meeting or event being discussed.
- **preview**  
[V-T-U7] To **preview** something is to look at part of it before fully viewing it.
- **procedure**  
[N-COUNT-U11] A **procedure** is a way of doing something.
- **process**  
[N-COUNT-U15] A **process** is a way of doing something.
- **puzzle**  
[N-COUNT-U9] A **puzzle** is a bunch of little pieces that fit together to make a picture.

- **quiet**  
[ADJ-U8] If something is **quiet**, it makes almost no sound.
- **raise your hand**  
[EXPRESSION-U13] To **raise your hand** is to lift your hand in the air and keep it up.
- **reading circle**  
[N-COUNT-U7] A **reading circle** is a group of people who read the same book and discuss it.
- **recess**  
[N-UNCOUNT-U5] **Recess** is the time at school when students are allowed to go outside.
- **refresh**  
[V-T-U14] To **refresh** something is to bring it back to someone's memory by going over it again.
- **regular**  
[ADJ-U9] If something is **regular**, it happens frequently and usually around the same time.
- **rehearse**  
[V-T-U2] To **rehearse** something is to practice it before doing it before an audience or in a competition.
- **relationship**  
[N-COUNT-U15] A **relationship** is a way that people or things interact with and influence each other.
- **relative**  
[N-COUNT-U10] A **relative** is a person who is a part of another person's family.
- **release**  
[V-T-U10] To **release** someone is to let him or her leave an area or event.
- **repeat after me**  
[EXPRESSION-U14] To say, "**repeat after me**" means that you want others to say the same thing you say after you say it.
- **rephrase**  
[V-T-U15] To **rephrase** something is to say it using different words that have the same meaning.
- **request**  
[V-T-U1] To **request** something is to ask for it politely.
- **rest**  
[V-I-U8] To **rest** is to not be active.
- **revise**  
[V-T-U12] To **revise** something is to change it from its original form to be better.

- **revisit**  
[V-T-U12] To **revisit** something is to look at it or return to it after already looking at or visiting it earlier.
- **rhythm**  
[N-COUNT-U14] A **rhythm** is a sound or motion repeated over and over with the same amount of time between each repetition.
- **ring**  
[V-T-U13] To **ring** something is to strike it or shake it so it makes a sound.
- **routine**  
[N-COUNT-U2] A **routine** is a system for doing things on a regular basis.
- **rubric**  
[N-COUNT-U11] A **rubric** is a list of things that should be learned in a lesson or assignment, used to grade a student's work.
- **schedule**  
[V-T-U8] To **schedule** something is to set a time of day for it to happen.
- **seating chart**  
[N-COUNT-U1] A **seating chart** is a map of the chairs in a classroom that shows where each student is supposed to sit.
- **seesaw**  
[N-COUNT-U5] A **seesaw** is a long beam balanced on a point with a seat on either end, allowing children to swing up and down by pushing the ground with their feet.
- **select**  
[V-T-U7] To **select** something is to choose it from a group of things.
- **separation anxiety**  
[N-UNCOUNT-U2] **Separation anxiety** is when a child is afraid or worried about his or her parents leaving him or her.
- **show**  
[V-T-U2] To **show** something is to present it and explain what it's used for or how it's done.
- **sign in**  
[V-I-U3] To **sign in** is to mark that one is present by writing one's name or marking a sheet in another way.
- **sign out**  
[V-I-U10] To **sign out** is to sign one's name on a sheet of paper to show that one is leaving.
- **signal**  
[N-COUNT-U13] A **signal** is a movement, usually with one's hands, that has a meaning.
- **sing along**  
[V-I-U9] To **sing along** is to sing with a recording of a song.
- **slide**  
[N-COUNT-U5] A **slide** is a slippery sloped surface that children glide down.
- **snack**  
[N-COUNT-U4] A **snack** is a small amount of food eaten in between meals.
- **song**  
[N-COUNT-U14] A **song** is a short piece of music.
- **soothing**  
[ADJ-U8] If something is **soothing**, it has the ability to make people relaxed.
- **sound**  
[N-COUNT-U13] A **sound** is anything that can be heard.
- **specific**  
[ADJ-U9] If something is **specific**, it is well defined.
- **stack**  
[V-T-U9] To **stack** things is to place them on top of each other.
- **step-by-step**  
[EXPRESSION-U15] If something is done **step-by-step**, it is done in several parts, one after the other.
- **store**  
[V-T-U3] To **store** something is to put it somewhere to be used later.
- **story time**  
[N-UNCOUNT-U7] **Story time** is when someone reads a story to one or more other people.
- **structured play**  
[N-UNCOUNT-U6] **Structured play** is play that has rules, such as a game or sport.
- **supervise**  
[V-T-U5] To **supervise** someone is to watch him or her to make sure he or she is behaving appropriately.
- **supply list**  
[N-COUNT-U1] A **supply list** is a list of items that will be needed for work, school, or some other task.
- **task**  
[N-COUNT-U9] A **task** is a job or chore that needs to be done.

- **teamwork**  
[N-UNCOUNT-U9] **Teamwork** is when people work together as a team.
- **tell me about**  
[EXPRESSION-U15] To say “**tell me about** something” is to ask someone to describe something to you.
- **tour**  
[N-COUNT-U2] A **tour** is when a person guides someone through a place.
- **toy**  
[N-COUNT-U9] A **toy** is an object that children play with.
- **turn off**  
[V-T-U13] To **turn off** something is to make it stop working.
- **unstructured play**  
[N-UNCOUNT-U6] **Unstructured play** is play that does not have rules.
- **utensil**  
[N-COUNT-U4] A **utensil** is a tool used for eating, such as a fork, knife, or spoon.
- **walk through**  
[V-T-U15] To **walk through** something is to explain it thoroughly.
- **wind down**  
[V-I-U8] To **wind down** is to become relaxed after being energetic.

### Book 3

- **act out**  
[PHRASAL V-U4] To **act out** a story is to pretend to be the characters in the story and recreate the story's action.
- **act up**  
[PHRASAL V-U15] To **act up** is to misbehave, or behave in an inappropriate manner.
- **active role**  
[N-COUNT-U14] An **active role** is a set of responsibilities that involves direct participation and involvement in certain activities.
- **addition**  
[N-UNCOUNT-U7] **Addition** is the process of summing numbers, or combining two or more amounts.
- **anger**  
[N-UNCOUNT-U13] **Anger** is a feeling of hostility or annoyance towards someone or something.

- **attribute**  
[N-COUNT-U9] An **attribute** is a feature or characteristic of something.
- **audience**  
[N-COUNT-U4] An **audience** is the group of people that observe an event, such as a play or drama.
- **ball**  
[N-COUNT-U11] A **ball** is a three-dimensional, round shape whose surface points are all the same distance from its center.
- **bead**  
[N-COUNT-U8] A **bead** is a small piece of material such as plastic, glass, or stone that has a hole in the middle and can be threaded on a string or wire to create jewelry.
- **bean**  
[N-COUNT-U8] A **bean** is a small seed that can be used during classroom activities that involve counting and numbers.
- **behavior**  
[N-UNCOUNT-U15] **Behavior** is the way a person acts.
- **brainstorm**  
[V-I-U10] To **brainstorm** is to come up with as many ideas as possible through a group discussion.
- **break**  
[N-COUNT-U15] A **break** is a pause while doing an activity.
- **build**  
[V-T-U4] To **build** something is to construct it.
- **calendar**  
[N-COUNT-U8] A **calendar** is a chart that shows the days, months, and weeks of a year.
- **capitalize**  
[V-T-U5] To **capitalize** a letter is to write it in upper case, as opposed to lower case.
- **cardinality**  
[N-UNCOUNT-U7] **Cardinality** is the number of elements in a group of things.
- **caretaker**  
[N-COUNT-U14] A **caretaker** is a student who is responsible for caring for something, such as a plant or an animal.
- **category**  
[N-COUNT-U9] A **category** is a division or class that contains items with a certain characteristic.

- **chunking**  
[N-UNCOUNT-U2] **Chunking** is a reading strategy where the student breaks down a word, sentence, or text into smaller, more manageable pieces.
- **circle**  
[N-COUNT-U11] A **circle** is a two-dimensional shape whose boundary is made up of points that are all the same distance from the center.
- **classify**  
[V-T-U9] To **classify** something is to put it in a group or category.
- **classroom management**  
[N-UNCOUNT-U13] **Classroom management** is the practice of keeping students in the classroom organized, focused, and well-behaved.
- **clay**  
[N-UNCOUNT-U12] **Clay** is a type of material that may be molded to form shapes and sculptures.
- **clue**  
[N-COUNT-U6] A **clue** is a hint or a tip that helps students find the right answer.
- **CNC word**  
[N-COUNT-U2] A **CNC word** is a word that consists of a consonant-nucleus-consonant, or a consonant-vowel-consonant, and can be used to help practice reading skills.
- **coach**  
[V-T-U4] To **coach** students is to teach or train them to do something.
- **coin**  
[N-COUNT-U8] A **coin** is a small, disc-shaped object that has monetary value.
- **cold**  
[ADJ-U10] If an object is **cold**, it has a low temperature.
- **color**  
[N-UNCOUNT-U10] **Color** is the visual quality of an object, where light reflecting off the object is perceived in a certain way. For example, an object may be green in color.
- **color**  
[V-T-U6] To **color** something is to use crayons, colored pencils, or similar tools to add color to a piece of paper or piece of artwork.
- **combine**  
[V-T-U12] To **combine** two things is to unite them or merge them together.
- **compare**  
[V-T-U7] To **compare** two things is to note the similarities and differences between them.
- **comparison**  
[N-COUNT-U10] A **comparison** is an evaluation of the similarities and differences between two things.
- **compose**  
[V-T-U3] To **compose** something is to write it.
- **comprehension**  
[N-UNCOUNT-U3] **Comprehension** is the quality of understanding, or comprehending, something.
- **conflict**  
[N-COUNT-U13] A **conflict** is a disagreement between individuals or groups.
- **confusion**  
[N-UNCOUNT-U13] **Confusion** is the status of being unsure or unclear about something.
- **consistent**  
[ADJ-U15] If a person is **consistent**, he or she does not deviate from his or her routine or established way of doing things.
- **consonant**  
[N-COUNT-U1] A **consonant** is a letter representing a speech sound that is produced by some degree of obstruction of air flow. It can't be spoken alone, but must accompany a vowel sound.
- **control**  
[V-T-U13] To **control** someone is to exercise one's influence or authority over them.
- **copy**  
[V-T-U6] To **copy** a letter or shape is to make a replica of it by using the original as reference.
- **corner**  
[N-COUNT-U12] A **corner** is a place where two or more edges meet.
- **correct order**  
[EXPRESSION-U8] The **correct order** of numbers is one where numbers follow a designated pattern or rule.
- **count**  
[V-I-U7] To **count** something is to determine the total amount of items or parts that make it up.
- **count sequence**  
[N-UNCOUNT-U7] The **count sequence** is the order of numbers.

- **cover (your) mouth**  
[EXPRESSION-U15] To **cover (your) mouth** is to place a hand or another object in front of your mouth.
- **cube**  
[N-COUNT-U11] A **cube** is a three-dimensional shape that has six squares as sides.
- **cut out**  
[PHRASAL V-U12] To **cut out** something is to use scissors to cut around its shape.
- **data**  
[N-UNCOUNT-U9] **Data** is the information collected by some type of measurement or analysis.
- **decode**  
[V-T-U1] To **decode** a word is to translate a printed word into the sound it represents.
- **demonstrate**  
[V-T-U3] To **demonstrate** something is to show it or prove it.
- **difference**  
[N-COUNT-U11] A **difference** is a way in which two or more things are not the same.
- **door holder**  
[N-COUNT-U14] A **door holder** is a student who is responsible for propping the door open while other people pass through the door.
- **dot plate**  
[N-COUNT-U8] A **dot plate** is a plate in a series in which the teacher has drawn a certain number of dots (such as 1 dot up to 10 dots). Students can then use these plates in class activities.
- **dotted line**  
[N-COUNT-U6] A **dotted line** is a line made up of small dots, which students can connect to form letters or shapes.
- **drama**  
[N-COUNT-U4] A **drama** is an act that tells a story and is performed in front of an audience.
- **draw**  
[V-T-U12] To **draw** something is to depict it in the form of a picture.
- **draw**  
[V-T-U4] To **draw** something is to depict it in the form of a picture using pencils, crayons, or other art supplies.

- **echo reading**  
[N-UNCOUNT-U2] **Echo reading** is a reading strategy where students echo or mimic the reading modeled by the teacher.
- **eraser**  
[N-COUNT-U14] An **eraser** is a student who is responsible for cleaning chalk marks and writing off the blackboard.
- **event**  
[N-COUNT-U3] An **event** is something that occurs or takes place in a story.
- **flat**  
[ADJ-U11] If an object is **flat**, it exists on a two-dimensional surface.
- **flexibility**  
[N-UNCOUNT-U13] **Flexibility** is the ability to change and adapt one's plans according to the circumstances.
- **form**  
[V-T-U12] To **form** something is to mold it or create it out of some type of material.
- **gather**  
[V-T-U10] To **gather** items is to collect them or bring them together.
- **geometry**  
[N-UNCOUNT-U11] **Geometry** is the study of shapes, lines, and space.
- **glue**  
[V-T-U12] To **glue** something is to use some type of adhesive substance to stick it or attach it to something else.
- **group**  
[V-T-U10] To **group** items is to sort them by category or type.
- **guessing game**  
[N-COUNT-U6] A **guessing game** is an activity where students suggest ideas until they say the secret answer.
- **hands-on**  
[ADJ-U8] If an activity is **hands-on**, participants can take part in the activity actively, rather than passively observe it.
- **height**  
[N-UNCOUNT-U10] **Height** is the measurement of how tall someone or something is.
- **helper**  
[N-COUNT-U14] A **helper** is a person who provides assistance of some kind.

- **hot**  
[ADJ-U10] If an object is **hot**, it has a high temperature.
- **identify**  
[V-T-U3] To **identify** something is to name it or recognize it.
- **independently**  
[ADV-U5] If something is done **independently**, it is done on one's own without direct assistance.
- **interrupt**  
[V-T-U15] To **interrupt** is to interject while another person is talking.
- **involve**  
[V-T-U14] To **involve** something is to include it. A job might involve certain responsibilities, for example.
- **job**  
[N-COUNT-U14] A **job** is a set of duties that a person performs.
- **jumble**  
[V-T-U6] To **jumble** the letters of a word is to mix them up.
- **keep track**  
[V PHRASE-U8] To **keep track** of something is to be aware of how it progresses or changes.
- **larger**  
[ADJ-U7] If a number is **larger** than another one, it represents a greater quantity.
- **length**  
[N-UNCOUNT-U9] **Length** is a measurement of how long an object is from end to end.
- **less**  
[ADJ-U9] If something is **less** than something else, it is smaller in its amount or size.
- **letter**  
[N-COUNT-U5] A **letter** is a character or symbol that makes up part of the alphabet and is associated with a speech sound.
- **line leader**  
[N-COUNT-U14] A **line leader** is the student who is first in a line of people.
- **link**  
[V-T-U3] To **link** two things or events is to make a connection between them.
- **list**  
[V-T-U6] To **list** items is to write their names in a column.
- **literacy**  
[N-UNCOUNT-U1] **Literacy** is the quality of being able to read and write.

- **lowercase**  
[ADJ-U5] If letters are **lowercase**, they are written in small letters, rather than capital letters.
- **make-believe**  
[V-I-U4] To **make-believe** is to pretend that one is a character in a story or a different person.
- **match**  
[V-T-U2] To **match** something is to connect it to its counterpart.
- **materials**  
[N-COUNT-U4] **Materials** are the items that a person needs in order to follow a plan of some type.
- **meaning**  
[N-COUNT-U1] The **meaning** of a word or phrase is the idea it represents.
- **measurement**  
[N-UNCOUNT-U9] **Measurement** is the determination of the size or degree of something.
- **memorize**  
[V-T-U1] To **memorize** something is to learn it so well that one is able to recall it immediately.
- **misbehave**  
[V-I-U13] To **misbehave** is to act in a way that is unacceptable to others or against the rules.
- **missing letter**  
[N-COUNT-U6] A **missing letter** is a blank space in a word, which students need to fill in to complete the word.
- **more**  
[ADJ-U9] If something is **more** than something else, it is greater in its amount or size.
- **narrate**  
[V-T-U3] To **narrate** is to tell a story.
- **narrative**  
[N-COUNT-U8] A **narrative** is a story or an account.
- **narrator**  
[N-COUNT-U4] A **narrator** is the person that tells a story.
- **natural objects**  
[EXPRESSION-U10] **Natural objects** are objects that are found in nature, such as leaves, twigs, and rocks.
- **next**  
[ADV-U4] If something is done **next**, it is done immediately following an event.

- **number**  
[N-COUNT-U5] A **number** is a symbol or character that represents an amount or quantity.
- **number line**  
[N-COUNT-U8] A **number line** is a line on which numbers are marked in order, and can be used in classrooms as a reference for students who are learning the numbers.
- **nurse buddy**  
[N-COUNT-U14] A **nurse buddy** is a student who accompanies another student to the nurse's office when the other student is sick or hurt.
- **opinion**  
[N-COUNT-U3] An **opinion** is a personal point of view on a topic.
- **order**  
[V-T-U10] To **order** objects is to arrange them according to some pattern or rule.
- **paper handler**  
[N-COUNT-U14] A **paper handler** is a student who is responsible for handling and distributing papers in a classroom.
- **pass out**  
[V-T-U4] To **pass out** materials is to distribute them to each member of a class.
- **pasta**  
[N-UNCOUNT-U12] **Pasta** is a type of food product that comes in a variety of shapes and can be prepared by boiling it in water.
- **phonemic**  
[ADJ-U1] If something is **phonemic**, it relates or corresponds to a speech sound associated with a certain language.
- **phonic**  
[ADJ-U1] If something is **phonic**, it relates or corresponds to the physical characteristics of speech sounds that humans can produce, independent of their use or prevalence within a language.
- **picture**  
[N-COUNT-U2] A **picture** is an image or visual representation of something.
- **pluralize**  
[V-T-U5] To **pluralize** a noun is to modify it so that it represents more than one thing, rather than a singular quantity.
- **point to**  
[V-T-U2] To **point to** something is to use one's finger to indicate or identify it.

- **polygon**  
[N-COUNT-U11] A **polygon** is a two-dimensional shape that has at least three straight sides.
- **positive**  
[ADJ-U13] If something is **positive**, it reflects on the good side of something, rather than the negative.
- **pour**  
[V-T-U12] To **pour** something is to make it flow from one location to another.
- **preemptive**  
[ADJ-U13] If an action is **preemptive**, it is designed to prevent something from happening.
- **preparation**  
[N-UNCOUNT-U13] **Preparation** is the process of getting ready for or anticipating something.
- **preposition**  
[N-COUNT-U5] A **preposition** is a part of speech that expresses a relation between two elements in a clause. Prepositions include words such as on, in, and at.
- **present**  
[V-T-U4] To **present** something is to show it in front of an audience.
- **prevent**  
[V-T-U13] To **prevent** something is to keep it from happening.
- **print**  
[V-T-U5] To **print** is to write letters or words so that the letters are distinct, rather than connected to each other.
- **prize**  
[N-COUNT-U6] A **prize** is a reward that a teacher gives a student who wins a game or provides the correct answer.
- **problem**  
[N-COUNT-U3] A **problem** is a situation that needs to be solved or overcome.
- **prompt**  
[V-T-U4] To **prompt** a student is to help or encourage him or her to do something.
- **pronounce**  
[V-T-U2] To **pronounce** a word is to say it out loud using one's voice.
- **prop**  
[N-COUNT-U4] A **prop** is an accessory that is used on stage when acting out a play.



- **provide**  
[V-T-U3] To **provide** something is to give it or supply it.
- **put together**  
[EXPRESSION-U7] To **put together** is to add two or more amounts together.
- **quiet corner**  
[N-COUNT-U15] A **quiet corner** is a corner of the classroom where the teacher may send a student if the student is talking during class, being too loud, or interrupting.
- **quiet signal**  
[N-COUNT-U15] A **quiet signal** is a sign or motion a teacher makes to let students know that they should be quiet.
- **reaction**  
[N-COUNT-U3] A **reaction** is a response to a situation or event.
- **reading strategy**  
[N-COUNT-U2] A **reading strategy** is an approach to reading, particularly for beginning readers.
- **recognize**  
[V-T-U1] To **recognize** something is to identify it by recalling a previous encounter with it.
- **recreate**  
[V-T-U4] To **recreate** a story is to depict it in a new way.
- **rectangle**  
[N-COUNT-U12] A **rectangle** is a shape that has four straight sides and four corners.
- **reduce**  
[V-T-U14] To **reduce** something is to decrease it or lower it.
- **reinforce**  
[V-T-U13] To **reinforce** something is to strengthen it or encourage it.
- **repetition**  
[N-UNCOUNT-U15] **Repetition** is the practice of doing something over and over again.
- **resolve**  
[V-T-U13] To **resolve** a problem is to find a solution to it.
- **responsibility**  
[N-COUNT-U14] A **responsibility** is a duty that is part of a person's job or role.
- **reward**  
[V-T-U15] To **reward** somebody is to give them a prize or special privilege in exchange for good work or behavior.

- **role**  
[N-COUNT-U4] A **role** is a part of a character in a drama or play.
- **rotation**  
[N-COUNT-U14] A **rotation** is a repeating schedule of jobs or activities.
- **routine**  
[N-COUNT-U15] A **routine** is an established, regular way of doing things.
- **ruler**  
[N-COUNT-U10] A **ruler** is a strip of material that is marked at regular intervals and is used as a measuring device.
- **sand**  
[N-UNCOUNT-U12] **Sand** is a material that consists of small, loose granules of rock, and is commonly found on beaches.
- **shake and spill**  
[EXPRESSION-U8] **Shake and spill** is an activity where a teacher places a certain number of two-sided items, such as coins, in a cup that students can shake and then spill out onto a surface. They can then use the items to illustrate math concepts.
- **shape**  
[N-COUNT-U11] A **shape** is a form or an outline of a figure.
- **shared reading**  
[N-UNCOUNT-U2] **Shared reading** is a reading strategy where the teacher and the students read a text out loud together.
- **shorter**  
[ADJ-U9] If something is **shorter** than something else, it has a lesser height.
- **show and tell**  
[N-UNCOUNT-U6] **Show and tell** is an activity where students present items to the class and talk about them.
- **side**  
[N-COUNT-U12] A **side** is the edge of a shape or object.
- **sight word**  
[N-COUNT-U1] A **sight word** is a common word that children memorize and learn to recognize by sight, rather than by having to use decoding strategies to read it.
- **similarity**  
[N-COUNT-U11] A **similarity** is a trait that two things have in common.

- **smaller**  
[ADJ-U7] If a number is **smaller** than another one, it represents a lesser quantity.
- **solid**  
[ADJ-U11] If an object is **solid**, it takes up three-dimensional space.
- **solution**  
[N-COUNT-U3] A **solution** is a resolution to a problem.
- **sort**  
[V-T-U9] To **sort** things is to put the things in groups according to their characteristics or features.
- **sound**  
[N-COUNT-U1] A **sound** is a noise, tone, or utterance that a person can produce using such structures as their mouth, lips, and throat.
- **sound it out**  
[EXPRESSION-U2] To **sound it out** is to attempt to read a word by pronouncing the recognizable vowel and consonant sounds that make up the word.
- **spell**  
[V-T-U5] To **spell** a word is to write it so that the letters that make up the word are in the correct sequence.
- **square**  
[N-COUNT-U11] A **square** is a two-dimensional shape with four equal sides and four equal angles.
- **start over**  
[EXPRESSION-U15] To **start over** is to begin an activity again.
- **starting letter**  
[N-COUNT-U6] The **starting letter** is the letter that begins a word.
- **string**  
[N-COUNT or UNCOUNT-U10] A **string** is an object that consists of threads of material that are twisted together to form a cord.
- **subtraction**  
[N-UNCOUNT-U7] **Subtraction** is the process of deducting one number or amount from another one.
- **sugar**  
[N-UNCOUNT-U12] **Sugar** is a crystalline substance that is used to sweeten food and drink.

- **sweeper**  
[N-COUNT-U14] A **sweeper** is a student who is responsible for cleaning the floor with a broom.
- **take turns**  
[EXPRESSION-U14] To **take turns** is to alternate doing an activity with one or more other individuals.
- **taller**  
[ADJ-U9] If something is **taller** than something else, it has a greater height.
- **temperature**  
[N-UNCOUNT-U9] **Temperature** is the degree of heat that is present in the atmosphere or in an object.
- **think on your feet**  
[EXPRESSION-U13] To **think on your feet** is to quickly devise a solution to an unforeseen problem.
- **three-dimensional**  
[ADJ-U11] If an object is **three-dimensional**, it has height, width, and depth.
- **topic**  
[N-COUNT-U3] A **topic** is what a story, discussion, or piece of writing is about.
- **trace**  
[V-T-U6] To **trace** a letter or shape is to directly copy it from a model or an example in order to create a replica.
- **triangle**  
[N-COUNT-U12] A **triangle** is a shape that has three straight sides and three corners.
- **two-dimensional**  
[ADJ-U11] If an object is **two-dimensional**, it is flat and does not have any depth.
- **take away**  
[PHRASAL V-U7] To **take away** is to subtract an amount from a number or quantity.
- **uppercase**  
[ADJ-U5] If letters are **uppercase**, they are written in capital letters, rather than small letters.
- **vocabulary**  
[N-UNCOUNT-U1] **Vocabulary** is the collection of words that a person knows and uses.
- **vowel**  
[N-COUNT-U1] A **vowel** is a letter representing a speech sound produced by an open vocal tract and can be spoken alone.

- **weight**

[N-UNCOUNT-U9] **Weight** is a measurement of how heavy an object is.

- **word**

[N-COUNT-U2] A **word** is a combination of sounds or written letters that represents a concept.

- **word wall**

[N-COUNT-U2] A **word wall** is a large area of the classroom where common words and new vocabulary words are displayed so that students can reference them.

## Audio Files

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

