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# Curriculum Development in Vocational Education and Training Schools

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## **Annex 21**

**Delivery of Foreign Language in Occupation  
Packages of the Learning Materials for:  
Secretary  
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 Secretary 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 A1+ - B1            Reading A1 - B1            Spoken interaction A1+ -B1            Spoken production A1-B1            Writing A1 – B1</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

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 B1	Can understand texts that consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters.	<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>

		<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 B1	Can connect phrases in a simple way in order to describe experiences, events, hopes and ambitions related mostly to my professional life. Can briefly give reasons and explanations for opinions and plans related to familiar professional, everyday and social issues.	<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>

Writing B1	Can write simple connected text on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions.	<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><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 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             <ul style="list-style-type: none"> <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> </li> </ul>
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In Writing

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

## Description of language skills

Level of language skills	General language skills	Professional language skills	Examples  Teaching and learning resources developing these occupational skills
<p><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, 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</li> <li>➤ Can extracts the essential information from short, recorded passages dealing with predictable everyday work matters</li> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 5, 6 and 7 from Unit 1 Office Supplies, p. 4-5</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 2 Office Furniture, p. 6-7</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 3 Reference Books, p. 8-9</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 4 Office Machinery, p. 10-11</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 5 Office Documents, p. 12-13</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 6 Greeting Visitors, p. 14-15</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 7 Helping Visitors, p. 16-17</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 8 Office Schedules, p. 18-19</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 9 Phone Calls, p. 20-21</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 10 Qualities of a Good Employee, p. 22-23</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 11 Departments, p. 24-25</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 12 Answering the Phone, p. 26-27</p>

			<p>Book 1 Exercise 5, 6 and 7 from Unit 13 Making Appointments, p. 28-29 Book 1 Exercise 5, 6 and 7 from Unit 14 Business Letters, p. 30-31</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 10 Business Communication, p. 22-23 Book 2 Exercise 5, 6 and 7 from Unit 11 Using Computers, p. 24-25 Book 2 Exercise 5, 6 and 7 from Unit 12 Word Processing, p. 26-27</p>
Reading <b>A1+ to A2</b>	<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> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 2, 3 and 4 from Unit 1 Office Supplies, p. 4-5 Book 1 Exercise 2, 3 and 4 from Unit 2 Office Furniture, p. 6-7 Book 1 Exercise 2, 3 and 4 from Unit 3 Reference Books, p. 8-9 Book 1 Exercise 2, 3 and 4 from Unit 4 Office Machinery, p. 10-11 Book 1 Exercise 2, 3 and 4 from Unit 5 Office Documents, p. 12-13 Book 1 Exercise 2, 3 and 4 from Unit 6 Greeting Visitors, p. 14-15 Book 1 Exercise 2, 3 and 4 from Unit 7 Helping Visitors, p. 16-17 Book 1 Exercise 2, 3 and 4 from Unit 8 Office Schedules, p. 18-19 Book 1 Exercise 2, 3 and 4 from Unit 9 Phone Calls, p. 20-21 Book 1 Exercise 2, 3 and 4 from Unit 10 Qualities of a Good Employee, p. 22-23</p>

			<p>Book 1 Exercise 2, 3 and 4 from Unit 11 Departments, p. 24-25</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 12 Answering the Phone, p. 26-27</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 13 Making Appointments, p. 28-29</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 14 Business Letters, p. 30-31</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 10 Business Communication, p. 22-23</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 11 Using Computers, p. 24-25</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 12 Word Processing, p. 26-27</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> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on 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> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 1, 7 and 8 from Unit 1 Office Supplies, p. 4-5</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 2 Office Furniture, p. 6-7</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 3 Reference Books, p. 8-9</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 4 Office Machinery, p. 10-11</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 5 Office Documents, p. 12-13</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 6 Greeting Visitors, p. 14-15</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 7 Helping Visitors, p. 16-17</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 8 Office Schedules, p. 18-19</p> <p>Book 1 Exercise 1, 7 and 8 from Unit 9 Phone Calls, p. 20-21</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 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 1 Exercise 1, 7 and 8 from Unit 10 Qualities of a Good Employee, p. 22-23            Book 1 Exercise 1, 7 and 8 from Unit 11 Departments, p. 24-25            Book 1 Exercise 1, 7 and 8 from Unit 12 Answering the Phone, p. 26-27            Book 1 Exercise 1, 7 and 8 from Unit 13 Making Appointments, p. 28-29            Book 1 Exercise 1, 7 and 8 from Unit 14 Business Letters, p. 30-31</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 10 Business Communication, p. 22-23            Book 2 Exercise 1, 7 and 8 from Unit 11 Using Computers, p. 24-25            Book 2 Exercise 1, 7 and 8 from Unit 12 Word Processing, p. 26-27</p> <ul style="list-style-type: none"> <li>▪ Speaking and interacting with a partner on job-specific topics (very basic repertoire of words and simple phrases related to the topic)</li> <li>▪ Role play (in pairs) getting someone's attention, giving instructions, indicating a course of actions, making suggestions, identifying a problem, checking for errors, expressing confusion, making comparison, asking about knowledge, making a recommendation, describing a problem, etc.</li> </ul>
<p>Spoken production <b>A1/A1+</b></p>	<p>can use simple phrases and sentences to describe where I live and people he/she knows.</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> </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. Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.)</li> </ul> <p>Acting out a rehearsed role:</p>

	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>▪ Distribute role cards – students read their role cards</li> <li>▪ Write a diagram of the role play words/sentences on the board</li> </ul>
<b>Writing 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, forms of address, formulas to thank and ask for things.</li> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 9 from Unit 1 Office Supplies, p. 4-5            Book 1 Exercise 9 from Unit 2 Office Furniture, p. 6-7            Book 1 Exercise 9 from Unit 3 Reference Books, p. 8-9            Book 1 Exercise 9 from Unit 4 Office Machinery, p. 10-11            Book 1 Exercise 9 from Unit 5 Office Documents, p. 12-13            Book 1 Exercise 9 from Unit 6 Greeting Visitors, p. 14-15            Book 1 Exercise 9 from Unit 7 Helping Visitors, p. 16-17            Book 1 Exercise 9 from Unit 8 Office Schedules, p. 18-19            Book 1 Exercise 9 from Unit 9 Phone Calls, p. 20-21            Book 1 Exercise 9 from Unit 10 Qualities of a Good Employee, p. 22-23            Book 1 Exercise 9 from Unit 11 Departments, p. 24-25            Book 1 Exercise 9 from Unit 12 Answering the Phone, p. 26-27            Book 1 Exercise 9 from Unit 13 Making Appointments, p. 28-29            Book 1 Exercise 9 from Unit 14 Business Letters, p. 30-31</p> <p>Book 2 Exercise 9 from Unit 10 Business Communication, p. 22-23            Book 2 Exercise 9 from Unit 11 Using Computers, p. 24-25            Book 2 Exercise 9 from Unit 12 Word Processing, p. 26-27</p>



## Teaching/learning contents (guide lines) – Secretary, 9<sup>th</sup> grade

2 teaching hours per week

<b>Topics from the Curriculum Package</b>	<b>Resources</b>	<b>Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods</b>
INTRODUCTION	<b>From Secretarial, Express Publishing, 2022</b> Book 1 Unit 10 Qualities of a Good Employee, p. 22-23 Book 1 Unit 11 Departments, p. 24-25	
OFFICE USE OF COMPUTER	<b>From Secretarial, Express Publishing, 2022</b> Book 2 Unit 11 Using Computers, p. 24-25 Book 2 Unit 12 Word Processing, p. 26-27 Book 1 Unit 14 Business Letters, p. 30-31 Book 1 Unit 4 Office Machinery, p. 10-11	
OFFICE SERVICES	<b>From Secretarial, Express Publishing, 2022</b> Book 1 Unit 1 Office Supplies, p. 4-5 Book 1 Unit 2 Office Furniture, p. 6-7 Book 1 Unit 3 Reference Books, p. 8-9 Book 1 Unit 5 Office Documents, p. 12-13	
COMMUNICATION TECHNIQUES	<b>From Secretarial, Express Publishing, 2022</b> Book 1 Unit 8 Office Schedules, p. 18-19 Book 1 Unit 9 Phone Calls, p. 20-21 Book 1 Unit 12 Answering the Phone, p. 26-27 Book 2 Unit 10 Business Communication, p. 22-23	

PUBLIC RELATIONS	<b>From Secretarial, Express Publishing, 2022</b> Book 1 Unit 6 Greeting Visitors, p. 14-15 Book 1 Unit 7 Helping Visitors, p. 16-17 Book 1 Unit 13 Making Appointments, p. 28-29	
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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 – Secretary, 9<sup>th</sup> grade

*From Secretarial, Express Publishing, 2022*

	Unit	Topic	Reading	Vocabulary	Comments /Additional target words
<b>Book 1</b>					
	1	Office supplies	Reading an article from a magazine (multiple choice questions)	correction fluid, folder, in charge of, office supply store, order, paperclip, pen, staple, supplies, tape	
	2	Office furniture	Reading an excerpt from an office furniture retailer's catalogue (multiple choice questions)	coat rack, filing cabinet, metal, modern, office chair, office desk, reception desk, shelves, traditional, wood	
	3	Reference books	Reading an excerpt from an employee manual (multiple choice questions)	atlas, catalog, database, dictionary, encyclopedia, library, manual, phone book, reference book, thesaurus	
	4	Office machinery	Reading an article from a business magazine (multiple choice questions)	answering machine, copier, dictation machine, fax machine, four-in-one printer, printer, scanner, shredder, telephone, voice mail	
	5	Office documents	Reading a job advertisement from a	business letter, document, fax, fill out, keep track of, memo, order form, prepare, receipt, send	

			website (true/false statements)		
	6	Greeting visitors	Reading an excerpt from a blog (multiple choice questions)	explain, greet, introduce yourself, introduction, meet, sign in, small talk, title, visitor's pass, welcomed	
	7	Helping visitors	Reading an e-mail (true/false statements)	address, belongings, beverage, depart, directions, lend a hand, map, reminder, regarding, show the way, taxi	
	8	Office schedules	Reading an excerpt from an employee manual (true/false statements)	break room, close of business, half day, lunch hour, mid-afternoon, mid-morning, on arrival, refreshments, take a break, vending machine, working hours	
	9	Phone calls	Reading a magazine article (multiple choice questions)	call back, catch any mistakes, line, message pad, name and number, on hold, put through, return the call, ringing off the hook, take a message	
	10	Qualities of a good employee	Reading a job advertisement from a newspaper (reading for specific information)	efficient, experience, familiar, friendly, hard-working, organized, polite, qualified, reliable, successful	
	11	Departments	Reading a brochure from a corporation (multiple choice questions)	client, employee, human resources department, inquire, marketing department, purchasing department, sales department, vacancy	
	12	Answering the phone	Reading part of a company manual (true/false statements)	announce, caller, connect, courteous, etiquette, policy, professional, ring, stressed, transferring a call	
	13	Making appointments	Reading an excerpt from a blog (true/false statements)	arrange, book, reschedule, appointment, arrangements, making the call, free, available, clarify, contact, scheduling details	



	14	Business letters	Reading a passage from a letter writing handbook (true/false statements)	body, closing, keep it brief, pertinent, recipient, respectfully, salutation, sender, signature, sincerely	
<b>Book 2</b>					
	10	Business communication	Reading an excerpt from a magazine article (true/false statements)	cell phone, get fired, function, instant messaging, internet, social media, social networking site, video conferencing, voice mail	
	11	Using computers	Reading a secretary's blog (multiple choice questions)	accessory, boot up, click buttons, computer tower, keyboard, monitor, mouse, numeric keypad, printer, type	
	12	Word processing	Reading an excerpt from a tutorial (multiple choice questions)	bold, bullet, cut, delete, font, highlight, indent, margin, paste, ruler, toolbar	

## Resource for distribution of the teaching/learning content – Secretary, 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)

*From Secretarial, Express Publishing, 2022*

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 1</b>							
	1	Office supplies	Reading an article from a magazine (multiple choice questions)	Listening to a conversation between a store clerk and an office worker (true/false statements);  Completing a conversation	Acting out a dialogue between a clerk and an office worker	Filling out a supply store order form	
	2	Office furniture	Reading an excerpt from an office furniture retailer's	Listening to a conversation between a salesperson and a	Acting out a dialogue between a salesperson and a customer	Filling out a receipt	

			catalogue (multiple choice questions)	customer (true/false statements);  Completing a conversation			
	3	Reference books	Reading an excerpt from an employee manual (multiple choice questions)	Listening to a conversation between coworkers (true/false statements);  Completing a conversation	Acting out a dialogue between coworkers	Making notes on reference books in a library	
	4	Office machinery	Reading an article from a business magazine (multiple choice questions)	Listening to a conversation between a business owner and a sales clerk (true/false statements);  Completing a conversation	Acting out a dialogue between a business owner and a clerk	Filling out customer notes	
	5	Office documents	Reading a job advertisement from a website (true/false statements)	Listening to a conversation between a secretary and an employer (multiple choice questions);  Completing a conversation	Acting out a dialogue between a secretary and an employer	Filling out a to-do list	

	6	Greeting visitors	Reading an excerpt from a blog (multiple choice questions)	Listening to a conversation between a visitor and a receptionist (listening for specific information);  Completing a conversation	Acting out a dialogue between a receptionist and a visitor	Filling out a sign-in sheet	
	7	Helping visitors	Reading an e-mail (true/false statements)	Listening to a conversation between a personal assistant and a visitor (listening for specific information);  Completing a conversation	Acting out a dialogue between a personal assistant and a visitor	Filling out notes	
	8	Office schedules	Reading an excerpt from an employee manual (true/false statements)	Listening to a conversation between two employees at a bank (true/false statements);  Completing a conversation	Acting out a dialogue between two employees at a bank	Filling out a manual	
	9	Phone calls	Reading a magazine article (multiple choice questions)	Listening to a conversation between a secretary and a	Acting out a dialogue between a secretary and a business owner	Filling out a message	

				caller (true/false statements);  Completing a conversation			
	10	Qualities of a good employee	Reading a job advertisement from a newspaper (reading for specific information)	Listening to a conversation between an interviewer and an applicant (listening for specific information);  Completing a conversation	Acting out a dialogue between an interviewer and an applicant for a job	Filling out interview notes	
	11	Departments	Reading a brochure from a corporation (multiple choice questions)	Listening to a conversation between an employee and a visitor (true/false statements);  Completing a conversation	Acting out a dialogue between an employee and a visitor	Filling out a message	
	12	Answering the phone	Reading part of a company manual (true/false statements)	Listening to a conversation between a caller and a secretary (true/false statements);	Acting out a dialogue between a caller and a secretary	Filling out a call log	

				Completing a conversation			
	13	Making appointments	Reading an excerpt from a blog (true/false statements)	Listening to a conversation between a secretary and a customer (true/false statements);  Completing a conversation	Acting out a dialogue between a secretary and a business owner	Filling out an appointment sheet	
	14	Business letters	Reading a passage from a letter writing handbook (true/false statements)	Listening to a conversation between a personal assistant and a supervisor (true/false statements);  Completing a conversation	Acting out a dialogue between a personal assistant and a supervisor	Filling out a note	
<b>Book 2</b>							
	10	Business communication	Reading an excerpt from a magazine article (true/false statements)	Listening to a conversation between two colleagues (multiple choice questions);	Acting out a dialogue between a secretary and an IT tech	Filling out notes on using a social networking site	

				Completing a conversation			
	11	Using computers	Reading a secretary's blog (multiple choice questions)	Listening to a conversation between a customer and a sales representative (true/false statements);  Completing a conversation	Acting out a dialogue between a customer and a sales representative	Filling out a customer order	
	12	Word processing	Reading an excerpt from a tutorial (multiple choice questions)	Listening to a conversation between a secretary and her employer (multiple choice questions);  Completing a conversation	Acting out a dialogue between a secretary and her boss	Writing specifications for a document	

## GRADE 10

### Description of module content and learning objectives

<p>Module objectives 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> </ul>
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- Can expand learnt phrases through simple recombination of their elements
- Can ask for attention
- adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual.
- Can expand learnt phrases through simple recombinations of their elements.
- Can use simple techniques to start, maintain or close a short conversation.
- Can give an example of something in a very simple text using “like” or “for example”.
- Can communicate what they want to say in a simple and direct exchange of limited information on familiar
- communicate basic information about basic professional details and needs of a concrete type in a simple way.
- communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions
- manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

#### 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><b>Listening 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</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 tour of work environment (e.g. "This is where the master works").</li> <li>➤ Can understand simple directions on how to get from X to Y, by foot or public transport.</li> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 5, 6 and 7 from Unit 4 Office Machinery, p. 18-19</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 5 Office Documents, p. 12-13</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 14 Business Letters, p. 30-31</p> <p>Book 1 Exercise 5, 6 and 7 from Unit 15 Graphs and Charts, p. 32-33</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 1 Office Routines, p. 4-5</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 2 Quantities, p. 6-7</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 3 Writing Invitations, p. 8-9</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 4 Making Travel Arrangements, p. 10-11</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 5 Booking a Hotel Room, p. 12-13</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 6 Travel Preparations, p. 14-15</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 11 Using Computers, p. 24-25 (revision)</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 12 Word Processing, p. 26-27 (revision)</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 13 Meetings, p. 28-29</p> <p>Book 2 Exercise 5, 6 and 7 from Unit 14 Conferences, p. 30-31</p>

	<p>announcements .</p>	<ul style="list-style-type: none"> <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>Book 2 Exercise 5, 6 and 7 from Unit 15 Conference Equipment, p. 32-33</p> <p>Book 3 Exercise 5, 6 and 7 from Unit 8 Official Letters</p>
<p><b>Reading</b> <b>A1+ towards 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> <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> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 2, 3 and 4 from Unit 4 Office Machinery, p. 18-19</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 5 Office Documents, p. 12-13</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 14 Business Letters, p. 30-31</p> <p>Book 1 Exercise 2, 3 and 4 from Unit 15 Graphs and Charts, p. 32-33</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 1 Office Routines, p. 4-5</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 2 Quantities, p. 6-7</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 3 Writing Invitations, p. 8-9</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 4 Making Travel Arrangements, p. 10-11</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 5 Booking a Hotel Room, p. 12-13</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 6 Travel Preparations, p. 14-15</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 11 Using Computers, p. 24-25 (revision)</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 12 Word Processing, p. 26-27 (revision)</p> <p>Book 2 Exercise 2, 3 and 4 from Unit 13 Meetings, p. 28-29</p>

		<ul style="list-style-type: none"> <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 14 Conferences, p. 30-31 Book 2 Exercise 2, 3 and 4 from Unit 15 Conference Equipment, p. 32-33</p> <p>Book 3 Exercise 2, 3 and 4 from Unit 8 Official Letters</p>
<p><b>Speaking</b></p> <p><b>Spoken interaction A1+ towards 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</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 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> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 1 Exercise 1, 7 and 8 from Unit 4 Office Machinery, p. 18-19 Book 1 Exercise 1, 7 and 8 from Unit 5 Office Documents, p. 12-13 Book 1 Exercise 1, 7 and 8 from Unit 14 Business Letters, p. 30-31 Book 1 Exercise 1, 7 and 8 from Unit 15 Graphs and Charts, p. 32-33</p> <p>Book 2 Exercise 1, 7 and 8 from Unit 1 Office Routines, p. 4-5 Book 2 Exercise 1, 7 and 8 from Unit 2 Quantities, p. 6-7 Book 2 Exercise 1, 7 and 8 from Unit 3 Writing Invitations, p. 8-9 Book 2 Exercise 1, 7 and 8 from Unit 4 Making Travel Arrangements, p. 10-11 Book 2 Exercise 1, 7 and 8 from Unit 5 Booking a Hotel Room, p. 12-13 Book 2 Exercise 1, 7 and 8 from Unit 6 Travel Preparations, p. 14-15</p>

	<p>the conversation going myself.</p>	<ul style="list-style-type: none"> <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> <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> </ul>	<p>Book 2 Exercise 1, 7 and 8 from Unit 11 Using Computers, p. 24-25 (revision)            Book 2 Exercise 1, 7 and 8 from Unit 12 Word Processing, p. 26-27 (revision)            Book 2 Exercise 1, 7 and 8 from Unit 13 Meetings, p. 28-29            Book 2 Exercise 1, 7 and 8 from Unit 14 Conferences, p. 30-31            Book 2 Exercise 1, 7 and 8 from Unit 15 Conference Equipment, p. 32-33</p> <p>Book 3 Exercise 1, 7 and 8 from Unit 8 Official Letters</p> <p>Tips for teachers:</p> <ul style="list-style-type: none"> <li>▪ Use simple, basic, short texts (proposed in the Teacher’s Book or developed individually by the teacher for Exercise 1; you can use visuals, if the targeted vocabulary allows, use a diagram, plan or a map; construct simple sentences intended as part of a simple conversation in order to obtain goods and services; you can present a simple social exchange and they role play it with a student)</li> <li>▪ Speaking and interacting with a partner on job-specific topics (very basic repertoire of words and simple phrases related to the topic)</li> <li>▪ Role play (in pairs) getting someone’s attention, giving instructions, indicating a course of actions, making suggestions, identifying a problem, checking for errors, expressing confusion, making comparison, asking about knowledge, making a recommendation, describing a problem, etc.</li> </ul> <p>Example: practice a conversation about a job-related problem as in Exercises 7 and 8 (there is a model conversation, which students can first read, then try to act as it is and after than act after introducing small changes mostly in use of vocabulary)</p>
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		<ul style="list-style-type: none"> <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>Oral production A1+</b></p>	<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 terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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> <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>	<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>

<p><b>Written production</b> <b>A1+</b></p>	<p>Can produce simple isolated phrases and sentences.</p> <p style="text-align: center;">↓</p> <p>Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p>	<ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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 Secretarial, Express Publishing, 2022</b></p> <p>Book 1 Exercise 9 from Unit 4 Office Machinery, p. 18-19          Book 1 Exercise 9 from Unit 5 Office Documents, p. 12-13          Book 1 Exercise 9 from Unit 14 Business Letters, p. 30-31          Book 1 Exercise 9 from Unit 15 Graphs and Charts, p. 32-33</p> <p>Book 2 Exercise 9 from Unit 1 Office Routines, p. 4-5          Book 2 Exercise 9 from Unit 2 Quantities, p. 6-7          Book 2 Exercise 9 from Unit 3 Writing Invitations, p. 8-9          Book 2 Exercise 9 from Unit 4 Making Travel Arrangements, p. 10-11          Book 2 Exercise 9 from Unit 5 Booking a Hotel Room, p. 12-13          Book 2 Exercise 9 from Unit 6 Travel Preparations, p. 14-15          Book 2 Exercise 9 from Unit 11 Using Computers, p. 24-25 (revision)          Book 2 Exercise 9 from Unit 12 Word Processing, p. 26-27 (revision)          Book 2 Exercise 9 from Unit 13 Meetings, p. 28-29          Book 2 Exercise 9 from Unit 14 Conferences, p. 30-31          Book 2 Exercise 9 from Unit 15 Conference Equipment, p. 32-33</p> <p>Book 3 Exercise 9 from Unit 8 Official Letters</p>
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## Teaching/learning contents (guide lines) - Secretary, 10<sup>th</sup> grade

2 teaching hours per week

<b>Topics from the Curriculum Package</b>	<b>Resources</b>	<b>Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods</b>
OFFICE USE OF COMPUTER	<b>From Secretarial, Express Publishing, 2022</b> Book 2 Unit 11 Using Computers, p. 24-25 (revision) Book 2 Unit 12 Word Processing, p. 26-27 (revision) Book 1 Unit 4 Office Machinery, p. 18-19 (revision) Book 1 Unit 15 Graphs and Charts, p. 32-33 Book 2 Unit 15 Conference Equipment, p. 32-33	
CORRESPONDENCE TECHNIQUES	<b>From Secretarial, Express Publishing, 2022</b> Book 1 Unit 5 Office Documents, p. 12-13 (revision) Book 1 Unit 14 Business Letters, p. 30-31 (revision) Book 3 Unit 8 Official Letters	
PUBLIC RELATIONS	<b>From Secretarial, Express Publishing, 2022</b> Book 2 Unit 3 Writing Invitations, p. 8-9 Book 2 Unit 4 Making Travel Arrangements, p. 10-11 Book 2 Unit 5 Booking a Hotel Room, p. 12-13 Book 2 Unit 6 Travel Preparations, p. 14-15	

<p><b>OFFICE MANAGEMENT</b></p>	<p><b>From Secretarial, Express Publishing, 2022</b>            Book 2 Unit 1 Office Routines, p. 4-5            Book 2 Unit 2 Quantities, p. 6-7            Book 2 Unit 13 Meetings, p. 28-29            Book 2 Unit 14 Conferences, p. 30-31</p>	
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**Assessment:**

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

**Recommended learning time:**

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

## Vocabulary focus for reading and listening comprehension

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

### Target words (terms)

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

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

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

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

Focusing on Vocabulary means:

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

## Vocabulary Learning Strategies

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

### USING A DICTIONARY

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

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

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

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

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

## GUESSING FROM CONTEXT

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

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

What is the meaning of .....?

What are the clues that helped you discover this meaning?

How could this help you understand the meaning of .....?

## EXTENSIVE READING

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

## USING INTERNET TOOLS

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

## Guide to Vocabulary Focus Approach - Secretary, 10<sup>th</sup> grade

**From Secretarial, Express Publishing, 2022**

	Unit	Topic	Reading	Vocabulary/ Target words	Comments  Additional target words
<b>Book 1</b>					
	4	Office machinery	Reading an article from a business magazine (multiple choice questions)	answering machine, copier, dictation machine, fax machine, four-in-one printer, printer, scanner, shredder, telephone, voice mail	
	5	Office documents	Reading a job advertisement from a website (true/false statements)	business letter, document, fax, fill out, keep track of, memo, order form, prepare, receipt, send	
	14	Business letters	Reading a passage from a letter writing handbook (true/false statements)	body, closing, keep it brief, pertinent, recipient, respectfully, salutation, sender, signature, sincerely	
	15	Graphs and charts	Reading an article from a business magazine (reading for specific information)	bar graph, competitor, decrease, demonstrate, figure, increase, line graph, making comparisons, measure up, pie chart, the big picture	
<b>Book 2</b>					

	1	Office routines	Reading an advertisement for a secretary (reading for specific information)	addressing labels, curriculum vitae, distributing memos, drawing up schedules, filtering calls, keep track of, operating a switchboard, order, prepare documents, sorting mail, updating the diary	
	2	Quantities	Reading an e-mail from an employer to a personal assistant (true/false statements)	ASAP, box, pack, ream, replenish, roll, running low, run out, stack, stationery	
	3	Writing invitations	Reading a blog entry (reading for specific information)	accept, attire, cocktail party, decline, hosting, invitation, product launch, reply by date, RSVP, social event	
	4	Making travel arrangements	Reading an advertisement from a business magazine (multiple choice questions)	airline, airport, baggage allowance, business, cuisine, destination, direct, domestic, first class, layover, lodging	
	5	Booking a hotel room	Reading an e-mail about a hotel reservation (multiple choice questions)	accommodation, affordable, airport shuttle, amenities, concierge, convenience, on hand, on-site dining facilities, secure, staff, Wi-Fi Internet	
	6	Travel preparations	Reading an e-mail from a personal assistant to her boss (true/false statements)	airline ticket, confirmation number, destination, e-ticket, flight reservation, foreign language dictionary, itinerary, map, passport, travel visa	
	11	Using computers	Reading a secretary's blog (multiple choice questions)	accessory, boot up, click buttons, computer tower, keyboard, monitor, mouse, numeric keypad, printer, type	
	12	Word processing	Reading an excerpt from a tutorial (multiple choice questions)	bold, bullet, cut, delete, font, highlight, indent, margin, paste, ruler, toolbar	



	13	Meetings	Reading an excerpt from an employee handbook (true/false statements)	adjourn, attend, call to order, chairperson, commence, contribute, courteous, in advance, inform, interrupt, propose a motion, purpose	
	14	Conferences	Reading an excerpt from a conference agenda (reading for specific information)	auditorium, delegate, lecture, lobby, meet and greet, nametag, refreshments, seminar, session, welcome, welcoming address, workshop	
	15	Conference equipment	Reading a store advertisement (multiple choice questions)	deliver, equipment, flipchart, laptop, microphone, projector, provide, screen, set up, supplies	
<b>Book 3</b>					
	8	Official letters	Reading an email (true/false statements)	accept, announcement, appreciation, compose, congratulations, convenience, discretion, draft, express, human resources, inform, reject	

## Resource for distribution of the teaching/learning content - Secretary, 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)

**From Secretarial, Express Publishing, 2022**

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 1</b>							
	4	Office machinery	Reading an article from a business magazine (multiple choice questions)	Listening to a conversation between a a business owner and a sales clerk (true/false statements);  Completing a conversation	Acting out a dialogue between a business owner and a clerk	Filling out customer notes	

	5	Office documents	Reading a job advertisement from a website (true/false statements)	Listening to a conversation between a secretary and an employer (multiple choice questions);  Completing a conversation	Acting out a dialogue between a secretary and an employer	Filling out a to-do list	
	14	Business letters	Reading a passage from a letter writing handbook (true/false statements)	Listening to a conversation between a personal assistant and a supervisor (true/false statements);  Completing a conversation	Acting out a dialogue between a personal assistant and a supervisor	Filling out a note	
	15	Graphs and charts	Reading an article from a business magazine (reading for specific information)	Listening to a conversation between an employee and a supervisor (listening for specific information);  Completing a conversation	Acting out a dialogue between an employee and a supervisor	Filling out an employee's notes	
<b>Book 2</b>							

	1	Office routines	Reading an advertisement for a secretary (reading for specific information)	Listening to a conversation between a worker at an employment agency and a job applicant (listening for specific information);  Completing a conversation	Acting out a dialogue between a worker at an employment agency and a job applicant	Filling out a resume	
	2	Quantities	Reading an e-mail from an employer to a personal assistant (true/false statements)	Listening to a conversation between an office manager and a secretary (listening for specific information);  Completing a conversation	Acting out a dialogue between an office manager and a secretary	Completing an order list	
	3	Writing invitations	Reading a blog entry (reading for specific information)	Listening to a conversation between a business owner and a secretary (true/false statements);  Completing a conversation	Acting out a dialogue between a business owner and a secretary	Completing an invitation	

	4	Making travel arrangements	Reading an advertisement from a business magazine (multiple choice questions)	Listening to a conversation between a secretary and a travel agent (true/false statements);  Completing a conversation	Acting out a dialogue between a secretary and a travel agent	Filling out a booking	
	5	Booking a hotel room	Reading an e-mail about a hotel reservation (multiple choice questions)	Listening to a conversation between a personal assistant and a hotel clerk (true/false statements);  Completing a conversation	Acting out a dialogue between a personal assistant and a hotel clerk	Filling out a reservation booking	
	6	Travel preparations	Reading an e-mail from a personal assistant to her boss (true/false statements)	Listening to a conversation between a flight passenger and an airline employee (true/false statements);  Completing a conversation	Acting out a dialogue between a business traveller and an airline employee	Filling out a boarding pass	

	11	Using computers	Reading a secretary's blog (multiple choice questions)	Listening to a conversation between a customer and a sales representative (true/false statements);  Completing a conversation	Acting out a dialogue between a customer and a sales representative	Filling out a customer order	
	12	Word processing	Reading an excerpt from a tutorial (multiple choice questions)	Listening to a conversation between a secretary and her employer (multiple choice questions);  Completing a conversation	Acting out a dialogue between a secretary and her boss	Writing specifications for a document	
	13	Meetings	Reading an excerpt from an employee handbook (true/false statements)	Listening to a conversation between an office worker and a meeting chairperson (true/false statements);  Completing a conversation	Acting out a dialogue between an office worker and a meeting chairperson	Filling out notes for a meeting	
	14	Conferences	Reading an excerpt from a conference	Listening to a conversation between a delegate and an official at a	Acting out a dialogue between a delegate	Filling out a program for a conference	

			agenda (reading for specific information)	conference (listening for specific information);  Completing a conversation	and an official at a conference		
	15	Conference equipment	Reading a store advertisement (multiple choice questions)	Listening to a conversation between a conference organizer and a conference supplies agent (true/false statements);  Completing a conversation	Acting out a dialogue between a conference organizer and a conference supplies agent	Filling out an order form	
<b>Book 3</b>							
	8	Official letters	Reading an email (true/false statements)	Listening to a conversation between a secretary and a supervisor (multiple choice questions);  Completing a conversation	Acting out a secretary and a supervisor	Writing a letter offering someone a job	

## 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>
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- use sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics.
- Express using sufficient vocabulary basic communicative needs.
- Cope with survival and routine needs using sufficient vocabulary for coping.
- Communicate using a good range of vocabulary related to familiar topics and everyday situations.

#### 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> <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> </ul>
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|--|---|
|  | <ul style="list-style-type: none"><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><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> |
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## Description of language skills

Level of language skills	General language skills	Professional language skills	Examples  Teaching and learning resources developing these occupational skills
<b>Understanding</b>  <b>Listening A2</b>	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.	<ul style="list-style-type: none"> <li>➤ can understand 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 understand 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> <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> </ul>	<b><i>From Secretarial, Express Publishing, 2022</i></b>  Book 2 Exercises 5, 6 and 7 from Unit 7 Filing Equipment, p. 16-17 Book 2 Exercises 5, 6 and 7 from Unit 8 Filing Systems, p. 18-19 Book 2 Exercises 5, 6 and 7 from Unit 9 Record-keeping, p. 20-21  Book 3 Exercises 5, 6 and 7 from Unit 1 Company activities, p. 4-5 Book 3 Exercises 5, 6 and 7 from Unit 2 Administrative Assistant, p. 6-7 Book 3 Exercises 5, 6 and 7 from Unit 3 Employment, p. 8-9 Book 3 Exercises 5, 6 and 7 from Unit 4 Business Transactions, p. 10-11 Book 3 Exercises 5, 6 and 7 from Unit 5 Agendas, p. 12-13 Book 3 Exercises 5, 6 and 7 from Unit 6 Meetings Minutes, p. 14-15 Book 3 Exercises 5, 6 and 7 from Unit 7 The Mail, p. 16-17 Book 3 Exercises 5, 6 and 7 from Unit 8 Official Letters, p. 18-19 (revision) Book 3 Exercises 5, 6 and 7 from Unit 9 Telecommunications, p. 20-21 Book 3 Exercises 5, 6 and 7 from Unit 10 Business Abbreviations, p. 22-23 Book 3 Exercises 5, 6 and 7 from Unit 11 Money, p. 24-25 Book 3 Exercises 5, 6 and 7 from Unit 12 Banking, p. 26-27

		<ul style="list-style-type: none"> <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 Exercises 5, 6 and 7 from Unit 13 Wages, p. 28-29            Book 3 Exercises 5, 6 and 7 from Unit 14 Bookkeeping, p. 30-31            Book 3 Exercises 5, 6 and 7 from Unit 15 Requests for Payment, p. 32-33</p>
<b>Reading A2</b>	<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><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 2 Exercises 2, 3 and 4 from Unit 7 Filing Equipment, p. 16-17            Book 2 Exercises 2, 3 and 4 from Unit 8 Filing Systems, p. 18-19            Book 2 Exercises 2, 3 and 4 from Unit 9 Record-keeping, p. 20-21</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 1 Company activities, p. 4-5            Book 3 Exercises 2, 3 and 4 from Unit 2 Administrative Assistant, p. 6-7            Book 3 Exercises 2, 3 and 4 from Unit 3 Employment, p. 8-9            Book 3 Exercises 2, 3 and 4 from Unit 4 Business Transactions, p. 10-11            Book 3 Exercises 2, 3 and 4 from Unit 5 Agendas, p. 12-13            Book 3 Exercises 2, 3 and 4 from Unit 6 Meetings Minutes, p. 14-15            Book 3 Exercises 2, 3 and 4 from Unit 7 The Mail, p. 16-17            Book 3 Exercises 2, 3 and 4 from Unit 8 Official Letters, p. 18-19 (revision)            Book 3 Exercises 2, 3 and 4 from Unit 9 Telecommunications, p. 20-21</p>

			<p>Book 3 Exercises 2, 3 and 4 from Unit 10 Business Abbreviations, p. 22-23</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 11 Money, p. 24-25</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 12 Banking, p. 26-27</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 13 Wages, p. 28-29</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 14 Bookkeeping, p. 30-31</p> <p>Book 3 Exercises 2, 3 and 4 from Unit 15 Requests for Payment, p. 32-33</p>
<p><b>Speaking</b></p> <p><b>Spoken interaction 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> <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 Secretarial, Express Publishing, 2022</b></p> <p>Book 2 Exercises 1, 7 and 8 from Unit 7 Filing Equipment, p. 16-17</p> <p>Book 2 Exercises 1, 7 and 8 from Unit 8 Filing Systems, p. 18-19</p> <p>Book 2 Exercises 1, 7 and 8 from Unit 9 Record-keeping, p. 20-21</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 1 Company activities, p. 4-5</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 2 Administrative Assistant, p. 6-7</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 3 Employment, p. 8-9</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 4 Business Transactions, p. 10-11</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 5 Agendas, p. 12-13</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 6 Meetings Minutes, p. 14-15</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 7 The Mail, p. 16-17</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 8 Official Letters, p. 18-19 (revision)</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 9 Telecommunications, p. 20-21</p> <p>Book 3 Exercises 1, 7 and 8 from Unit 10 Business Abbreviations, p. 22-23</p>

			<p>Book 3 Exercises 1, 7 and 8 from Unit 11 Money, p. 24-25            Book 3 Exercises 1, 7 and 8 from Unit 12 Banking, p. 26-27            Book 3 Exercises 1, 7 and 8 from Unit 13 Wages, p. 28-29            Book 3 Exercises 1, 7 and 8 from Unit 14 Bookkeeping, p. 30-31            Book 3 Exercises 1, 7 and 8 from Unit 15 Requests for Payment, p. 32-33</p> <p><b>Tips for teachers:</b></p> <ul style="list-style-type: none"> <li>▪ Use simple, basic, short texts (proposed in the Teacher’s Book or developed individually by the teacher for Exercise 1; you can use visuals, is the targeted vocabulary allows, use a diagram, plan or a map; construct simple sentences intended as part of a simple conversation in order to obtain goods and services; you can present a simple social exchange and they role play it with a student)</li> <li>▪ Speaking and interacting with a partner on job-specific topics (very basic repertoire of words and simple phrases related to the topic)</li> <li>▪ Role play (in pairs) getting someone’s attention, giving instructions, indicating a course of actions, making suggestions, identifying a problem, checking for errors, expressing confusion, making comparison, asking about knowledge, making a recommendation, describing a problem, etc.</li> </ul> <p>Example: practice a conversation about a job-related problem as in Exercises 7 and 8 (there is a model conversation, which students can first read, then try to act as it is and after than act after introducing small changes mostly in use of vocabulary)</p>
<p><b>Spoken production A2</b></p>	<p>Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational</p>	<ul style="list-style-type: none"> <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> </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> </ul>

	<p>background and my present or most recent job.</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
<p><b>Writing A2</b></p>	<p>Can write short, simple notes and messages. Can write a very simple personal letter, for example thanking someone for something.</p>	<ul style="list-style-type: none"> <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> </ul>	<p><b><i>From Secretarial, Express Publishing, 2022</i></b></p> <p>Book 2 Exercise 9 from Unit 7 Filing Equipment, p. 16-17            Book 2 Exercise 9 from Unit 8 Filing Systems, p. 18-19            Book 2 Exercise 9 from Unit 9 Record-keeping, p. 20-21</p> <p>Book 3 Exercise 9 from Unit 1 Company activities, p. 4-5            Book 3 Exercise 9 from Unit 2 Administrative Assistant, p. 6-7            Book 3 Exercise 9 from Unit 3 Employment, p. 8-9            Book 3 Exercise 9 from Unit 4 Business Transactions, p. 10-11            Book 3 Exercise 9 from Unit 5 Agendas, p. 12-13            Book 3 Exercise 9 from Unit 6 Meetings Minutes, p. 14-15            Book 3 Exercise 9 from Unit 7 The Mail, p. 16-17            Book 3 Exercise 9 from Unit 8 Official Letters, p. 18-19 (revision)            Book 3 Exercise 9 from Unit 9 Telecommunications, p. 20-21            Book 3 Exercise 9 from Unit 10 Business Abbreviations, p. 22-23            Book 3 Exercise 9 from Unit 11 Money, p. 24-25            Book 3 Exercise 9 from Unit 12 Banking, p. 26-27            Book 3 Exercise 9 from Unit 13 Wages, p. 28-29            Book 3 Exercise 9 from Unit 14 Bookkeeping, p. 30-31            Book 3 Exercise 9 from Unit 15 Requests for Payment, p. 32-33</p>



## Teaching/learning contents (guide lines) - Secretary, 11<sup>th</sup> grade

2 teaching hours per week

<b>Topics from the Curriculum Package</b>	<b>Resources</b>	<b>Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods</b>
<b>CORRESPONDENCE TECHNIQUES</b>	<b>From Secretarial, Express Publishing, 2022</b> Book 3 Unit 8 Official Letters, p. 18-19 (revision)	
<b>FILING AND ARCHIVING</b>	<b>From Secretarial, Express Publishing, 2022</b> Book 2 Unit 7 Filing Equipment, p. 16-17 Book 2 Unit 8 Filing Systems, p. 18-19 Book 2 Unit 9 Record-keeping, p. 20-21	
<b>LEGAL SERVICES</b>	<b>From Secretarial, Express Publishing, 2022</b> Book 3 Unit 1 Company activities, p. 4-5 Book 3 Unit 2 Administrative Assistant, p. 6-7 Book 3 Unit 3 Employment, p. 8-9	
<b>ACCOUNTING</b>	<b>From Secretarial, Express Publishing, 2022</b> Book 3 Unit 4 Business Transactions, p. 10-11 Book 3 Unit 10 Business Abbreviations, p. 22-23 Book 3 Unit 11 Money, p. 24-25 Book 3 Unit 12 Banking, p. 26-27 Book 3 Unit 13 Wages, p. 28-29	

	<p>Book 3 Unit 14 Bookkeeping, p. 30-31            Book 3 Unit 15 Requests for Payment, p. 32-33</p>	
<p><b>INTERPERSONAL            COMMUNICATION</b></p>	<p><b>From Secretarial, Express Publishing, 2022</b>            Book 3 Unit 5 Agendas, p. 12-13            Book 3 Unit 6 Meetings Minutes, p. 14-15            Book 3 Unit 7 The Mail, p. 16-17            Book 3 Unit 9 Telecommunications, p. 20-21</p>	

**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 - Secretary, 11<sup>th</sup> grade

*From Secretarial, Express Publishing, 2022*

	Unit	Topic	Reading	Vocabulary/ Target words	Comments /additional target words
<b>Book 2</b>					
	7	Filing equipment	Reading a store advertisement (true/false statements)	box file, CD-R disc, CD storage box, clear pocket, erase, insert, legal, ring binder, storage, suspension file, tab	
	8	Filing systems	Reading a letter to a new employee (reading for specific information)	alphabetical, chronological, correspondence, desktop, digital, filing system, folder, geographically, numerical, subject	
	9	Record-keeping	Reading an excerpt from a company manual (multiple choice questions)	archives, code, column, cross-reference, expenditure, hard copy, index, receipt, spreadsheet	
<b>Book 3</b>					
	1	Company activities	Reading a memo about a company celebration (multiple choice questions)	closure, compete, cut back, diversifying, expand, founding, go from strength to strength, import, maintain a foothold, manufacture, premises, relocate, seek out, set up	
	2	Administrative assistant	Reading an online advertisement from an online recruitment site	appRox., attention to detail, beneficial, cover letter, desirable, esp., essential, exp., initiative, IT, K, p.a., yrs, wpm	

			(reading for specific information)		
	3	Employment	Reading a job offer (true/false statements)	application, background, bi-weekly, disburse, eligible, employee handbook, interview, medical benefits, position, qualify, retirement benefits, start date	
	4	Business transactions	Reading an excerpt from an employee manual (multiple choice questions)	bill, billing statement, complaint, guarantee, handle, offer, order confirmation, place an order, refund, respond, solution, well-organized	
	5	Agendas	Reading an agenda for a business meeting (reading for specific information)	adopt, approve, call to order, committee, correspondence, discuss, finding, goal, opening remarks, present, roll call	
	6	Meeting minutes	Reading minutes from a meeting (true/false statements)	absent, adjournment, approval, board of directors, convened, meeting, minutes, present, proceedings, quorum, seconded, submitted, unanimously, update	
	7	The mail	Reading an interoffice memo about handling mail (multiple choice questions)	confidential, distribute, document, in-basket, incoming mail, letterhead, mail log, mail room, out-basket, proofread, receive, respond, sort, stamping	
	8	Official letters	Reading an email (true/false statements)	accept, announcement, appreciation, compose, congratulations, convenience, discretion, draft, express, human resources, inform, reject	
	9	Telecommunications	Reading an excerpt from an employee manual (true/false statements)	appropriate, calls, connect, connection, disconnected, handling phones, hang up, in-depth, interactions, multiple, reach, reconnect, screening calls, seminar, telecommunication	
	10	Business abbreviations	Reading a blog entry about business	abbreviations, attn., attention, CEO (Chief Executive Officer), Corp. (corporation), Dir. (director), ETA (estimated time of arrival), encl. (enclosure), formal, heading, Inc. (incorporated), Ltd. (limited company), re	



			abbreviations (true/false statements)	(regarding)	
	11	Money	Reading an article on exchanging money for a business trip (true/false statements)	bank, cater, currency converter, euro, exchange rate, fair, hidden fees, major, most, pound, quoted, sources	
	12	Banking	Reading an email to a new secretary (multiple choice questions)	account number, bank teller, branch, cash, checks, deposit, deposit slip, total, withdrawal	
	13	Wages	Reading an excerpt from an employee manual (true/false statements)	advance, bonus, commission, direct deposit, evaluation, fiscal, hourly rate, in arrears, overtime, pay, payroll, raise, wages	
	14	Bookkeeping	Reading an article from a magazine (multiple choice questions)	back up, bank statements, cash flow, forecast, income, ledger, loss, outgoings, overdue accounts, profit	
	15	Request for payment	Reading a letter (multiple choice questions)	amount owed, disregard, forward, interest, invoice, outstanding balance, paid in full, payment, remit, services rendered	

## Resource for distribution of the teaching/learning content - Secretary, 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)

*From Secretarial, Express Publishing, 2022*

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
<b>Book 2</b>							
	7	Filing equipment	Reading a store advertisement (true/false statements)	Listening to a conversation between a secretary and a salesperson at a stationary company (listening for specific information);  Completing a conversation	Acting out a dialogue between a secretary and a salesperson at a stationery company	Filling out a receipt	
	8	Filing systems	Reading a letter to a new employee (reading for specific information)	Listening to a conversation between a new employee and a secretary (multiple choice questions);	Acting out a dialogue between a new administrative assistant and an experienced secretary	Writing instructions about a filing system	

				Completing a conversation			
	9	Record-keeping	Reading a an excerpt from a company manual (multiple choice questions)	Listening to a conversation between an assistant and an office manager (true/false statements);  Completing a conversation	Acting out a dialogue between an assistant and a manager	Filling out entries in a ledger	
<b>Book 3</b>							
	1	Company activities	Reading a memo about a company celebration (multiple choice questions)	Listening to a conversation between an administrative assistant and a director (true/false statements);  Completing a conversation	Acting out a dialogue between an administrative assistant and a director	Writing about the history of a company	
	2	Administrative assistant	Reading an online advertisement from an online recruitment site (reading for specific information)	Listening to a conversation between a manager and a secretary (listening for specific information);	Acting out a dialogue between a manager and a secretary	Wring a letter to apply for a job as an administrative assistant	

				Completing a conversation			
	3	Employment	Reading a job offer (true/false statements)	Listening to a conversation between a personal assistant and a supervisor (true/false statements);  Completing a conversation	Acting out a dialogue between a personal assistant and her future supervisor	Writing a letter offering someone employment	
	4	Business transactions	Reading an excerpt from an employee manual (multiple choice questions)	Listening to a conversation a customer and a sales representative (multiple choice questions);  Completing a conversation	Acting out a dialogue between a customer and a sales representative	Writing an email of complaint	
	5	Agendas	Reading an agenda for a business meeting (reading for specific information)	Listening to a conversation between a company vice president and a secretary (true/false statements);  Completing a conversation	Acting out a dialogue between a vice president and a secretary	Writing a meeting agenda	

	6	Meeting minutes	Reading minutes from a meeting (true/false statements)	Listening to a conversation between a CEO and a secretary (true/false statements);  Completing a conversation	Acting out a dialogue between a chief executive officer and a secretary	Writing an e-mail informing colleagues about a meeting	
	7	The mail	Reading an interoffice memo about handling mail (multiple choice questions)	Listening to a conversation between a manager and a secretary (true/false statements);  Completing a conversation	Acting out a dialogue between a manager and a secretary	Writing a note explaining errors and how to correct them	
	8	Official letters	Reading an email (true/false statements)	Listening to a conversation between a secretary and a supervisor (multiple choice questions);  Completing a conversation	Acting out a a secretary and a supervisor	Writing a letter offering someone a job	
	9	Telecommunications	Reading an excerpt from an employee manual (true/false statements)	Listening to a conversation between a secretary and an administrator	Acting out a dialogue between a secretary and an administrator	Writing an incident report about a customer complaint	

				(multiple choice questions);  Completing a conversation			
	10	Business abbreviations	Reading a blog entry about business abbreviations (true/false statements)	Listening to a conversation between a secretary and a supervisor (true/false statements);  Completing a conversation	Acting out a dialogue between a secretary and a supervisor	Writing a letter asking a company to deliver on time	
	11	Money	Reading an article on exchanging money for a business trip (true/false statements)	Listening to a conversation between a personal assistant and a bank teller (true/false statements);  Completing a conversation	Acting out a dialogue between a personal assistant and a bank teller	Writing notes about local currency and exchange rates	
	12	Banking	Reading an email to a new secretary (multiple choice questions)	Listening to a conversation between a secretary and a bank teller (true/false statements);  Completing a conversation	Acting out a dialogue between a secretary and a bank teller	Writing a letter on how to make a deposit	

	13	Wages	Reading an excerpt from an employee manual (true/false statements)	Listening to a conversation between a secretary and a member of a payroll staff (multiple choice questions);  Completing a conversation	Acting out a dialogue between a new employee and a member of a payroll staff	Writing a message to one's payroll department asking for an advance	
	14	Bookkeeping	Reading an article from a magazine (multiple choice questions)	Listening to a conversation between a manager and a secretary (true/false statements);  Completing a conversation	Acting out a dialogue between a manager and a secretary	Writing a letter describing bookkeeping duties	
	15	Request for payment	Reading a letter (multiple choice questions)	Listening to a conversation customer and an administrative assistant (true/false statements);  Completing a conversation	Acting out a dialogue between a business owner and an administrative assistant	Writing a letter to a client who has an outstanding balance	

## 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

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



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

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

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

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

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

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

## Methodological tip

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

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

## Communication/ Interaction

Interaction, which involves two or more parties co-constructing discourse, is central to the learning/teaching process in 12<sup>th</sup> grade. 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.

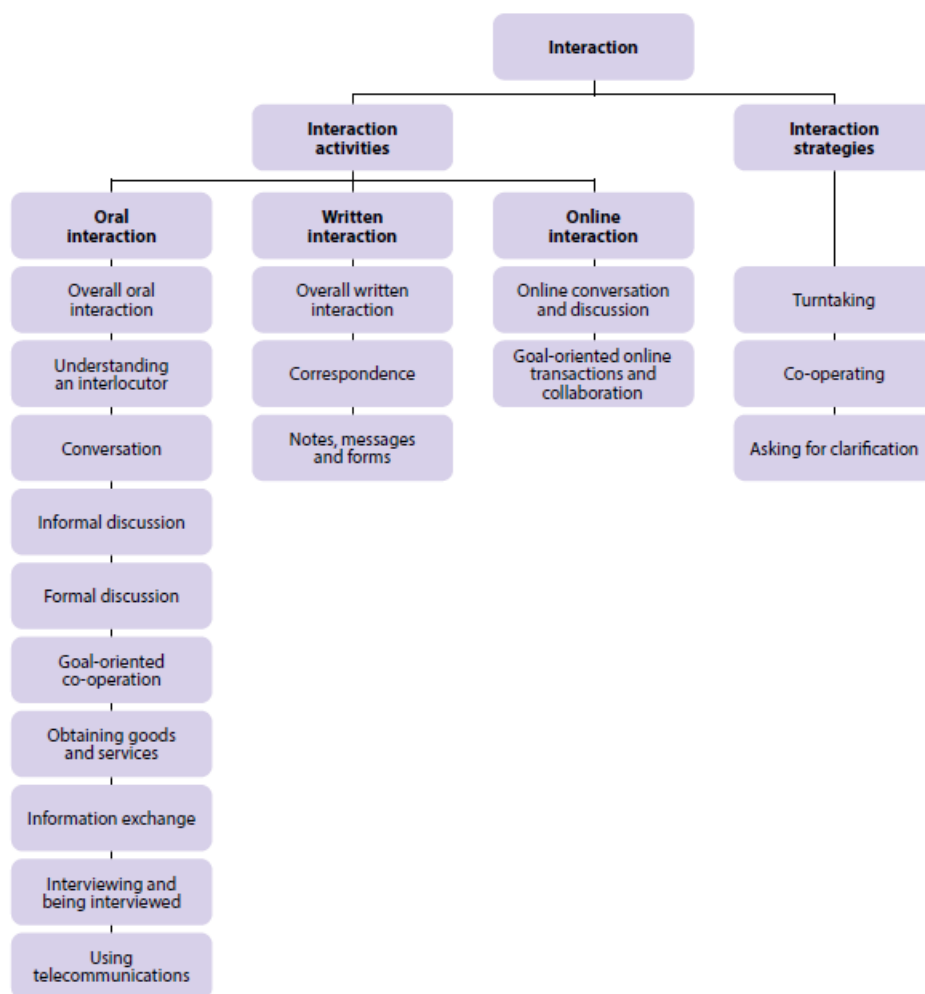


Fig. 1. Interactive activities and strategies (summary).

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.
<b>A2</b>	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

- **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. Both teams must describe the word without using gestures to their teammate (at the same time). 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: Secretarial, Express Publishing, **Book 1 Unit 1 Rounding up after Exercise 9 Writing**)
- **With books closed,** ask a volunteer to come up to the board and write a word/phrase from the unit. The rest of the class decide 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: Secretarial, Express Publishing, **Book 1 Unit 2 Rounding up after Exercise 9 Writing**)
- **Split the class into teams.** With books closed, have students take turns to say as many vocabulary items as they can remember from the unit and give their definitions. Each correct word gets a point and the team with the most points when you have reviewed all of the vocabulary wins. (example of the activity: Secretarial, Express Publishing, **Book 1 Unit 3 Rounding up after Exercise 9 Writing**)
- **Ask a volunteer to come up to the board** and write a word/phrase from the unit and its definition. The rest of the class decides if it is correct before the next student comes to the board and does the same. Continue until all of the unit vocabulary has been reviewed. (example of the activity: Secretarial, Express Publishing, **Book 1 Unit 7 Rounding up after Exercise 9 Writing**)
- **Write down the vocabulary on separate pieces of paper** and keep them in a pile. Write the definitions on other pieces of paper and keep them in another pile. Give each student one of the words/phrases from the unit and one of the definitions. Make sure they don't match. Tell students to ask each other for the definitions for their words/phrases but not to read their definitions to other students. Do not allow students to show each other their slips of paper. If a student has the definition that another student asks for, he/she should give it to him/her. When all the students have

the definitions for their words/phrases, have each of them read them out and check if they are correct. Then invite volunteers to make sentences with the words/phrases they have. Continue until all the vocabulary has been reviewed. (example of the activity: Secretarial, Express Publishing, **Book 1 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 vocabulary 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. (example of the activity: Secretarial, Express Publishing, **Book 1 Unit 10 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 word/phrases from the unit. 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 the 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 after each turn. Repeat until all of the vocabulary words have been reviewed. The team with the most points wins. (example of the activity: Secretarial, Express Publishing, **Book 1 Unit 12 Rounding up after Exercise 9 Writing**)
- **Split the class into small teams.** Tell each team that they have three minutes to write down as much vocabulary from the unit as they can. When the three minutes are up, check the vocabulary. Give each team one point for each of the unit's words that they listed and spelled correctly. Then have each team write sentences using each of the words. Remind students that their sentences must show that they understand the meaning. You may choose a time limit that is appropriate for your students. Check the sentences as a class. For each word that the team uses in a sentence correctly, give one point. For each word that the team uses incorrectly, take away a point. The team with the most point wins. (example of the activity: Secretarial, Express Publishing, **Book 2 Unit 6 Rounding up after Exercise 9 Writing**)
- **Have students stand in a circle.** Play music and have the students throw a paper ball around the circle. Pause the music and call out a vocabulary word. The student that is holding the ball must define the vocabulary word. If he/she defines the word correctly, he/she should continue standing in the circle. If he/she defines the word incorrectly, he/she must sit down. Continue until all the vocabulary has been defined correctly. Alternatively, you may have students use the words in sentences instead of defining

them. (example of the activity: Secretarial, Express Publishing, **Book 2 Unit 8 Rounding up after Exercise 9 Writing**)

- **Write the definitions of each of the vocabulary words on separate pieces of paper.** Make sure that they are numbered. Hang the definitions around the classroom. Split students into pairs. Have each pair number a piece of paper. Have them walk around the room together and write down the vocabulary word for each of the numbered definitions. Encourage students to work with their partners. When all of the pairs have finished, check the answers as a class. (example of the activity: Secretarial, Express Publishing, **Book 2 Unit 9 Rounding up after Exercise 9 Writing**)
- **Split the students into teams of three or four.** Invite one member from each team to the board. Tell them a word/phrase from the unit and instruct them to each write a sentence using it on the board. 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: Secretarial, Express Publishing, **Book 3 Unit 8 Rounding up after Exercise 9 Writing**).

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



## GLOSSARY

### Secretarial, Express Publishing, 2022

#### Book 1

- **announce**

[V-U12] To **announce** is to tell someone about something with confidence.

- **answering machine**

[N-COUNT-U4] An **answering machine** is a device that is connected to the telephone for the purpose of recording messages.

- **arrange**

[V-T-U13] To **arrange** is to organize or plan something like a party or meeting.

- **arrangement**

[N-COUNT-U13] An **arrangement** is a plan for a future activity.

- **atlas**

[N-COUNT-U3] An **atlas** is a book of maps.

- **available**

[ADJ- U13] If a person is **available**, they have time to go to a meeting, have lunch or speak with someone.

- **address**

[N-COUNT-U7] **Address** is the details of the location of where a person works or lives.

- **answer a phone call**

[V-PHRASE-U12] To **answer a phone call** is to pick it up in reaction to its ringing.

- **bar graph**

[N-COUNT-U15] A **bar graph** is a graph that represents different amounts with thick lines of different lengths.

- **belongings**

[N-PLURAL-U7] **Belongings** are things that are personally yours, such as a coat or briefcase.

- **beverage**

[N-COUNT-U7] A **beverage** is another word for 'a drink', such as tea or soda.

- **body**

[N-COUNT-U14] The **body** of a book or document is the main part of it.

- **book**

[V-T-U13] To **book** is to make arrangements to stay in a hotel, go to a concert or eat at a restaurant etc at a certain time in the future.

- **break room**

[N-COUNT-U8] A **break room** is a room at a business used by employees to eat lunch or have a snack.

- **business letter**

[N-COUNT-U5] A **business letter** is a personal written or printed message from one business to another.

- **call back**

[V-PHRASE-U9] To **call back** is to telephone someone again.

- **caller**

[N-COUNT-U12] The **caller** is the person who makes the phone call.

- **catalog**

[N-COUNT-U3] A **catalog** is a list of items for sale.

- **catch a mistake**

[V-PHRASE-U9] To **catch a mistake** is to discover an error.

- **check out**

[PHRASAL V-U2] To **check out** is to go see what a person, place or thing is like.

- **clarify**

[V-T-U13] To **clarify** is to make something clearer or easier to understand.

- **client**

[N-COUNT-U11] **Client** is another word for customer.

- **close of business**

[N-PHRASE-U8] **Close of business** is the time when a business closes for the day.

- **closing**

[N-COUNT-U14] A **closing** is the end of a letter.

- **coat rack**

[N-COUNT-U2] A **coat rack** is a piece of furniture where you can hang your coat, hat etc.

- **come in**

[PHRASAL V-U2] To **come in** is to enter a building, like a store or house.

- **competitor**  
[N-COUNT-U15] A **competitor** is a company that sells the same things as another company.
- **connect**  
[V-T-U12] To **connect** two telephone lines means to join them together.
- **contact details**  
[N-UNCOUNT-U13] **Contact details** are the information about how you contact someone, such as their telephone number, address or email address.
- **copier**  
[N-COUNT-U4] A **copier** is a machine that makes paper copies of pages.
- **correction fluid**  
[N-UNCOUNT-U1] **Correction fluid** is a white liquid used for covering mistakes on paper.
- **courteous**  
[ADJ-U12] If people are **courteous**, they are polite and thoughtful.
- **check a date**  
[V-PHRASE-U9] To **check a date** is to make sure that a specific time and date is accurate, or suitable.
- **customer**  
[N-COUNT-U12] A **customer** is a person who buys services or goods.
- **database**  
[N-COUNT-U3] A **database** is a collection of information.
- **decrease**  
[N-COUNT-U15] A **decrease** is when something becomes less than it was before.
- **demonstrate**  
[V-T-U15] To **demonstrate** means to show how something is done.
- **depart**  
[V-I-U7] To **depart** means you leave a location for another place.
- **department**  
[N-COUNT-U11] A **department** is one part of an organization, such as a company.
- **dictation machine**  
[N-COUNT-U4] A **dictation machine** is a device that records spoken notes or instructions usually to be typed up at a later time.
- **dictionary**  
[N-COUNT-U3] A **dictionary** contains the definitions or translations of words.

- **directions**  
[N-PLURAL -U7] **Directions** are instructions on how to get somewhere.
- **document**  
[N-COUNT-U5] A **document** is an official paper that gives information.
- **efficient**  
[ADJ-U10] An **efficient** person works quickly and does the work well.
- **employee**  
[N-COUNT-U11] An **employee** is someone who works for a company.
- **encyclopedia**  
[N-COUNT-U3] An **encyclopedia** is a book containing facts, in alphabetical order.
- **etiquette**  
[N-UNCOUNT-U12] **Etiquette** is a style of behavior that shows good manners in a particular situation.
- **experience**  
[N-UNCOUNT-U10] **Experience** is the skills and knowledge a person gets from doing something.
- **explain**  
[V-T-U6] To **explain** is to make something understood.
- **familiar**  
[ADJ-U10] If you are **familiar** with something, you know it well.
- **fax**  
[N-COUNT-U5] A **fax** is short for facsimile. It is a document that is sent through a machine and not the mail.
- **fax machine**  
[N-COUNT-U4] A **fax machine** is a device that sends copies of pages over telephone lines.
- **figure**  
[N-COUNT-U15] A **figure** is a number that has been counted or calculated by someone.
- **filing cabinet**  
[N-COUNT-U2] A **filing cabinet** is a piece of furniture in which you can organize files and other important information.
- **fill out**  
[PHRASAL V-U5] To **fill out** is to complete a form with necessary information.
- **folder**  
[N-COUNT-U1] A **folder** is a thin, flat folded piece of paper. It is used to hold papers.

- **four-in-one printer**  
[N-COUNT-U4] A **four-in-one printer** is a machine that functions as a printer, copier, fax machine and scanner.
- **free**  
[ADJ-U13] If you are **free** to do something, you have time to do it.
- **friendly**  
[ADJ-U10] A **friendly** person likes to talk to other people.
- **greet**  
[V-T-U6] To **greet** is to say hello and be friendly to someone upon meeting or arrival.
- **half day**  
[N-COUNT-U8] A **half day** is a day when you finish work at mid-day.
- **hard-working**  
[ADJ-U10] A **hard-working** person works for long hours.
- **human resources**  
[N-UNCOUNT-U11] **Human resources** is the area of business concerned with recruitment and employees.
- **in charge of**  
[PHRASE-U1] To be **in charge of** something means to be responsible for it.
- **increase**  
[N-COUNT-U15] An **increase** is when something becomes bigger than it was before.
- **inquire**  
[V-I-U11] To **inquire** is to ask a question.
- **introduce**  
[V-T-U6] To **introduce** yourself means to tell another person who you are for the first time.
- **introduction**  
[N-COUNT-U6] An **introduction** is when you exchange your name and other basic information with another person for the first time.
- **keep it brief**  
[V PHRASE-U14] To **keep it brief** means to keep something short.
- **keep track of**  
[V-T-U5] To **keep track of** something is to organize it and keep it safe.
- **lend a hand**  
[PHRASE-U7] To **lend a hand** is to help someone.
- **library**  
[N-COUNT-U3] A **library** is a place with books that people can borrow.

- **line**  
[N-COUNT-U9] A **line** is an account a person or business has with a phone company that allows them to receive calls.
- **line graph**  
[N-COUNT-U15] A **line graph** is a graph that uses lines to show how numbers or measurements change.
- **lunch hour**  
[N-COUNT-U8] Your **lunch hour** is the hour when you have lunch at work.
- **make a call**  
[V-PHRASE-U13] To **make a call** is to call someone on the phone.
- **make a comparison**  
[V PHRASE-U15] To **make a comparison** is to think about how two or more people or things are different or the same.
- **manual**  
[N-COUNT-U3] A **manual** is a book containing instructions.
- **map**  
[N-COUNT-U7] A **map** is usually a flat surface that shows the details of an area, such as streets and hotels.
- **marketing**  
[N-UNCOUNT-U11] **Marketing** is an area of business relating to making products attractive to customers.
- **measure up**  
[PHRASAL V-U15] To **measure up** means to be equal to something or someone in ability.
- **meet**  
[V-T-U6] To **meet** is to go to a place in order to see someone.
- **memo**  
[N-COUNT-U5] A **memo** is short for memorandum and it is a short, written reminder.
- **message pad**  
[N-COUNT-U9] A **message pad** is a pad of paper intended to be used when taking messages. It features areas for names, phone numbers, messages and instructions.
- **mid-morning**  
[ADJ-U8] **Mid-morning** means in the middle of the working morning. It usually means about 10.30.
- **modern**  
[ADJ-U2] A product is **modern** when its design and/or technique is new.

- **name and number**  
[N PHRASE-U9] A caller's **name and number** is the name and telephone number of the caller.
- **office chair**  
[N-COUNT-U2] An **office chair** is the chair you sit in at the office. It usually has wheels.
- **office desk**  
[N-COUNT-U2] An **office desk** is the table that you work at in an office.
- **office supply store**  
[N-COUNT-U1] An **office supply store** is a place where business equipment is sold.
- **on arrival**  
[N PHRASE-U8] **On arrival** means when you get to a place.
- **on hold**  
[PHRASE-U9] Being **on hold** means waiting on the phone line to speak to someone.
- **order**  
[N-COUNT-U1] An **order** is a request for a product to be made or delivered to a customer.
- **order form**  
[N-COUNT-U5] An **order form** is a document which you use to buy products from another company. You fill in the details and quantities of which items you want.
- **organized**  
[ADJ-U10] An **organized** person plans things carefully and keeps things tidy.
- **paperclip**  
[N-COUNT-U1] A **paperclip** is a small piece of bent wire. It slides over papers to hold them together.
- **pen**  
[N-COUNT-U1] A **pen** is an object used for writing or drawing with ink.
- **pertinent**  
[ADJ-U14] If information is **pertinent**, it is related to the topic being discussed.
- **phone book**  
[N-COUNT-U3] A **phone book** contains lists of names and telephone numbers.
- **pie chart**  
[N-COUNT-U15] A **pie chart** is a circle that has sections to show how something is divided into different amounts.
- **policy**  
[N-COUNT-U12] A **policy** is a set of rules.

- **polite**  
[ADJ-U10] A **polite** person talks to people in a respectful way.
- **prepare**  
[V-T-U5] To **prepare** is to make something ready.
- **printer**  
[N-COUNT-U4] A **printer** is a machine used to print documents and photos from a computer.
- **professional**  
[ADJ-U12] A person is **professional** if they behave in a way that suits their job.
- **purchasing**  
[N-UNCOUNT-U11] A **purchasing** department finds new products to sell.
- **put someone through**  
[PHRASAL V-U9] To **put someone through** is to connect a caller to another phone line.
- **qualified**  
[ADJ-U10] A **qualified** person has passed an exam or completed a course of study.
- **receipt**  
[N-COUNT-U5] A **receipt** is a written document which shows that goods or money was received.
- **receptionist**  
[N-COUNT-U6] A **receptionist** works in an office and deals with phone calls, and clients or visitors.
- **reception desk**  
[N-COUNT-U2] A **reception desk** is the table where a receptionist sits and works.
- **recipient**  
[N-COUNT-U14] A **recipient** is someone who gets something such as a letter, package, prize, etc.
- **reference book**  
[N-COUNT-U3] A **reference book** is a book containing a wide range of information on a subject such as an encyclopedia or dictionary.
- **refreshments**  
[N-PLURAL-U7] **Refreshments** are small snacks or drinks.
- **regard**  
[V-T-U7] If something **regards** something, it is about that thing. For example 'The report is regarding current sales.'

- **reliable**  
[ADJ-U10] A **reliable** person can be trusted to do what you ask him or her to do and to do it well.
- **reminder**  
[N-COUNT-U7] A **reminder** is a message containing information that someone has been told before.
- **reschedule**  
[V-T-U13] To **reschedule** is to change the time or date of an appointment.
- **respectfully**  
[ADJ-U14] **Respectfully** is used to describe your admiration for someone.
- **return a call**  
[V PHRASE-U9] To **return a call** is to phone somebody who called you earlier.
- **ring**  
[V-I-U12] (of a phone) To **ring** is to make a sound to show that someone is calling a phone line.
- **ring off the hook**  
[V PHRASE-U9] (of a phone) To **ring off the hook** is to receive many phone calls in a row for an extended period.
- **sales**  
[N-PLURAL-U11] **Sales** is an area of business about persuading people to buy a product or service.
- **salutation**  
[N-COUNT-U14] A **salutation** is a phrase or word used to greet someone.
- **scanner**  
[N-COUNT-U4] A **scanner** is a device that reads images and copies them into a computer.
- **scheduling details**  
[PHRASE-U13] **Scheduling details** are the information you need for an appointment or arrangement, such as date and time.
- **send**  
[V-T-U5] To **send** is to dispatch some form of communication.
- **sender**  
[N-COUNT\_U14] A **sender** is a person who sends something to someone else.
- **shelf**  
[N-COUNT-U2] A **shelf** is a thin, flat piece of wood or metal that you can put things on.

- **show the way**  
[V PHRASE-U7] To **show the way** is to point out how to get somewhere.
- **shredder**  
[N-COUNT-U4] A **shredder** is a machine that cuts paper into thin strips.
- **sign in**  
[PHRASAL V-U6] To **sign in** is to show that you have arrived by signing a piece of paper.
- **signature**  
[N-COUNT-U14] A **signature** is a person's signed name on a document.
- **sincerely**  
[ADV-U14] **Sincerely** means something is done openly and honestly.
- **small talk**  
[PHRASE-U6] **Small talk** is the polite conversation about non-important things that strangers have.
- **staple**  
[N-COUNT-U1] A **staple** is a small piece of metal. It is pressed through papers to hold them together.
- **stressed**  
[ADJ-U12] If a person is **stressed**, he or she feels nervous and upset due to work or difficult situations.
- **successful**  
[ADJ-U10] A **successful** person is someone who gets what he or she wants.
- **supplies**  
[N-PLURAL-U1] **Supplies** are items that are needed to do an activity.
- **take a break**  
[V PHRASE-U8] To **take a break** means to take a rest from work or an activity.
- **take a message**  
[V-PHRASE-U9] To **take a message** is to write information from a caller for someone else.
- **talent**  
[N-COUNT-U11] A **talent** is a natural skill at doing something.
- **tape**  
[N-UNCOUNT-U1] **Tape** is a long, clear thin piece of sticky plastic. It is used for making things stick to each other.
- **taxi**  
[N-COUNT-U7] A **taxi** is a car and driver you can pay to take you from one place to another.

- **telephone**  
[N-COUNT-U4] A **telephone** is a device used to speak to someone who is in another place.
- **the big picture**  
[N PHRASE-U15] **The big picture** is the whole or complete situation and its possible effects.
- **thesaurus**  
[N-COUNT-U3] A **thesaurus** contains lists of words with similar meanings.
- **title**  
[N-COUNT-U6] A **title** is the name for your position within a company, such as Sales Director.
- **traditional**  
[ADJ-U2] A product is **traditional** if it is old in design and/or technique. Traditional is the opposite of modern.
- **transfer a call**  
[V PHRASE-U12] To **transfer a call** is to answer a call and direct it to someone else.
- **vacancy**  
[N-COUNT-U11] A **vacancy** is an available job.
- **vending machine**  
[N-COUNT-U8] A **vending machine** is a machine that you are able to buy things like candy and soda from.
- **visitor's pass**  
[PHRASE-U6] A **visitor's pass** is a card that shows you are visiting a place.
- **voice mail**  
[N-UNCOUNT-U4] **Voice mail** is a system where people leave recorded telephone messages.
- **welcomed**  
[ADJ-U6] If people feel **welcomed** when they arrive, they feel as if people want them there.
- **working hours**  
[N-PLURAL-U8] Your **working hours** are the times you start and finish work.

## Book 2

- **abbreviation**  
[N-COUNT-U10] An **abbreviation** is a short form of a word or phrase.
- **absent**  
[ADJ-U6] People who are **absent** are not at work or at a meeting.
- **accept**  
[V-T-U8] To **accept** is to take something that someone gives or offers you.

- **account number**  
[N-COUNT-U12] An **account number** identifies each individual bank account.
- **adjourned**  
[ADJ-U5] When a meeting has ended, it is **adjourned**.
- **adjournment**  
[N-COUNT-U6] The official end of a meeting is the **adjournment**.
- **adopt**  
[V-T-U5] To **adopt** something is to formally accept or approve it.
- **advance**  
[N-COUNT-U13] An **advance** is when an employee is given some of their salary before the usual pay date.
- **amount owed**  
[N PHRASE-U15] An **amount owed** is money that you still need to pay.
- **application**  
[N-COUNT-U3] An **application** is a form that you fill out with your information when you want to apply for something.
- **appreciation**  
[N-UNCOUNT-U8] **Appreciation** is the feeling of being grateful to someone else for things they have done.
- **appropriate**  
[ADJ-U9] If something is **appropriate**, it means it is right for a certain activity.
- **approve**  
[V-T-U5] To **approve** something is to accept or agree to it.
- **approval**  
[N-UNCOUNT-U6] **Approval** is permission given by someone in a higher position.
- **approx.**  
[ABBREVIATION-U2] **Approx.** is short for 'approximately'. It means 'about' or 'around'.
- **arrears**  
[PLURAL N-U13] If your company pays people in **arrears**, it pays them at the end of a period of time after they earned the money.
- **attach**  
[V-T-U8] To **attach** a document to an email means to send the document with the email.
- **attention**  
[N-COUNT-U10] **Attention** indicates who a letter is for in business correspondence. The abbreviation for **attention** is **attn.**

- **attention to detail**  
[N PHRASE-U2] If someone has **attention to detail**, he/she can study something carefully and correct little mistakes.
- **back up**  
[PHRASAL V- U14]  
To **back** something **up** means to support it with evidence.
- **background**  
[N-UNCOUNT-U3] **Background** is another word for what you have done in the past, your history.
- **bank**  
[N-COUNT-U11] A **bank** is a business that provides financial services.
- **bank statement**  
[N-COUNT-U14] A **bank statement** is a document. It describes how much money went into and out of a bank account.
- **bank teller**  
[N-COUNT-U12] A **bank teller** is a person who works at the service counter of a bank.
- **beneficial**  
[ADJ-U2] If something is **beneficial**, it helps people.
- **bill**  
[N-COUNT-U4] A **bill** is a record of products and/or services that were sold and the costs that are due.
- **billing statement**  
[N-COUNT-U4] A **billing statement** is a record of bills and their payment.
- **bi-weekly**  
[ADV-U3] When something happens **bi-weekly**, it happens every two weeks.
- **bonus**  
[N-COUNT-U13] A **bonus** is a sum of money that an employee earns if they work very well.
- **branch**  
[N-COUNT-U12] Each separate building or location of a large bank is called a **branch**.
- **call to order**  
[N PHRASE-U5] The **call to order** officially begins a meeting.
- **cash**  
[N-UNCOUNT-U12] Money in the form of bills and coins is called **cash**.
- **cash flow**  
[N-UNCOUNT-U14] A **cash flow** is the amount of money that comes in and out of a company.

- **cater**  
[V-T-U11] To **cater** to someone is to give them something they need or want.
- **check**  
[N-COUNT-U12] A **check** is a piece of paper that represents a payment for a particular sum of money.
- **chief executive officer**  
[N-COUNT-U10] A **chief executive officer** is the most senior person working in a company and is usually responsible for running it. The abbreviation for chief executive officer is **CEO**.
- **closure**  
[N-COUNT-U1] **Closure** is when a business or service stops functioning.
- **commission**  
[N-UNCOUNT-U13] **Commission** is the money that someone earns when they sell something. It is a percentage of the amount they sold.
- **committees**  
[N-COUNT-U5] Groups of people who are working on a project or goal together are called **committees**.
- **compete**  
[V-I-U1] Two people or businesses **compete** when they both want to be the best at the same thing.
- **complaint**  
[N-COUNT-U4] A **complaint** is an expression of dissatisfaction or unhappiness with something, such as a product.
- **compose**  
[V-T-U8] To **compose** something is to make it.
- **confidential**  
[ADJ-U7] To keep something **confidential** is to keep it secret.
- **congratulations**  
[N-PLURAL-U8] **Congratulations** are an expression of happiness for someone's success.
- **connect a call**  
[V PHRASE-U9] To **connect calls** is to join two or more phone calls together.
- **convened**  
[V-I-U6] When a meeting comes together to begin, it has **convened**.
- **convenience**  
[N-UNCOUNT-U8] **Convenience** is something that makes it easier to do something else.

- **corporation**

[N-COUNT-U10] A **corporation** is a large company or business. The abbreviation for corporation is **Corp.**, which usually follows the name of the company.

- **correspondence**

[N-UNCOUNT-U5] The letters and emails that people write and send to each other are called **correspondence**.

- **cover letter**

[N-COUNT-U2] People send a **cover letter** with their CV when they apply for a job. It summarizes why they are suitable for the job.

- **currency**

[N-COUNT-U11] The **currency** is the type of money that a country uses.

- **currency converter**

[N-COUNT-U11] A **currency converter** is a computer program that calculates the exchange rate between money from different countries.

- **cut back**

[PHRASAL V-U1] To **cut back** means to reduce the amount of money you spend.

- **deposit**

[N-COUNT-U12] An amount of money that is put into a bank account is a **deposit**.

- **deposit slip**

[N-COUNT-U12] Cash and checks to be put into a bank account are listed on a **deposit slip**.

- **desirable**

[ADJ-U2] If something is **desirable**, you want it but you do not need it.

- **direct deposit**

[N-PHRASE-U13] **Direct deposit** is an arrangement to pay money straight into a person's bank account.

- **director**

[N-COUNT-U10] A **director** is someone who manages all or part of a company or organization. The abbreviation for **director** is **Dir.**

- **disburse**

[V-T-U3] To **disburse** money is to give it to someone or something.

- **disconnected call**

[V PHRASE - U9] To **disconnect a call** is to accidentally end a phone call.

- **discretion**

[N-UNCOUNT-U8] **Discretion** is behaving in a way that does not upset or offend other people.

- **discuss**

[V-I or T -U5] To **discuss** something is to talk about it.

- **disregard**

[V-T-U15] If you **disregard** something, you ignore it, or pay no attention to it.

- **distribute**

[V-T-U7] To **distribute** is to divide something into portions and hand it out.

- **diversify**

[V-I-U1] To **diversify** means to start producing a wider range of products.

- **document**

[V-T-U7] To provide a record of something is to **document** it.

- **draft**

[N-COUNT-U8] A **draft** is a first version of a document or plan.

- **education**

[N-UNCOUNT-U3] **Education** is the process of acquiring general knowledge through schooling.

- **eligible**

[ADJ-U3] When you are **eligible** for something, it means that you are allowed to have it.

- **employee handbook**

[N-COUNT-U3] An **employee handbook** is a small book that gives an employee information about a company's policy.

- **enclosure**

[N-COUNT-U10] An **enclosure** is a document that is put in an envelope with a letter. The abbreviation for enclosure is **encl.**

- **esp.**

[ABBREVIATION-U2] **Esp.** is short for especially. We use the word especially when we want to pick out something important from a number of things, for example, this letter is esp. important; don't lose it.

- **essential**

[ADJ-U2] If something is **essential**, it is necessary.



- **estimated time of arrival**  
[PHRASE-U10] The **estimated time of arrival** is the time when something is expected to get somewhere else. The abbreviation for estimated time of arrival is **ETA**.
- **evaluation**  
[N-COUNT-U13] An **evaluation** is a meeting between an employer and employee, where they discuss their work and performance.
- **exchange rate**  
[N-COUNT-U11] The **exchange rate** is the value of the money of one country as compared to the value of the money of another country.
- **exp.**  
[ABBREVIATION-U2] **Exp.** is short for experience. If you have experience, you did something in the past and you learnt some useful skills from it.
- **expand**  
[V-I-U1] To **expand** means to get bigger.
- **express**  
[V-T-U8] To **express** something is to tell someone about a feeling or opinion, either through speaking or writing.
- **fair**  
[ADJ-U11] If something is **fair**, it is reasonable.
- **findings**  
[N-PLURAL-U5] **Findings** are the results of an investigation or a study.
- **fiscal**  
[ADJ-U13] The **fiscal** year is the 12-month period that a company uses to calculate its accounts.
- **forecast**  
[V-T-U14] To **forecast** an event means trying to predict what will happen in the future.
- **formal**  
[ADJ-U10] If something is **formal**, it is very official and serious in appearance.
- **forward**  
[V-T-U15] If you **forward** something, you send it to someone.
- **founding**  
[N-COUNT-U1] The **founding** of a company or institution is the time it originally started.
- **go from strength to strength**  
[V PHRASE-U1] To **go from strength to strength** means to get better and better.

- **goals**  
[N-COUNT-U5] The things that a person or group hopes to achieve are their **goals**.
- **guarantee**  
[N-COUNT-U4] A **guarantee** is a formal agreement to fulfill an obligation.
- **handle**  
[V-T-U4] To **handle** something is to deal with it.
- **handling phones**  
[V PHRASE - U9] **Handling phones** is the ability to manage phones.
- **hang up**  
[PHRASAL V- U9] To **hang up** is to abruptly and purposefully end a phone call.
- **heading**  
[N-COUNT-U10] A **heading** is the writing that forms the top of a document.
- **hidden fee**  
[N-COUNT-U11] A **hidden fee** is money that a person did not know would be charged for a service.
- **hourly rate**  
[N-PHRASE-U13] An **hourly rate** is the amount of money employees receive per hour.
- **import**  
[V-T-U1] To **import** a product means to bring it into your country from another country.
- **in-basket**  
[N-COUNT-U7] An **in-basket** is a container used to hold documents that require attention from an employee.
- **income**  
[N-UNCOUNT-U14] **Income** is the money that comes into a company.
- **incoming mail**  
[N-UNCOUNT-U7] **Incoming mail** is mail that has been brought into the office to be delivered to the employees.
- **incorporated**  
[ADJ-U10] If a company is **incorporated**, it has the same status as a corporation. The abbreviation for incorporated is **Inc.**, which usually follows the name of the company.
- **in-depth**  
[ADJ-U9] If something is **in-depth**, it means it is detailed and thorough.
- **inform**  
[V-T-U8] To **inform** someone is to tell them something they should know.

- **initiative**  
[N-UNCOUNT-U2] People who have **initiative** work hard on their own. They do not wait for someone to tell them what to do.
- **interaction**  
[N-COUNT-U9] An **interaction** is the act of talking to or being around other people.
- **interest charge**  
[N-COUNT-U15] An **interest charge** is extra money you must pay if you do not pay quickly.
- **interview**  
[N-COUNT-U3] An **interview** is a formal meeting where one side asks questions and the other answers.
- **invoice**  
[N-COUNT-U15] An **invoice** is a letter which you send to ask for money from a company or customer.
- **IT**  
[ABBREVIATION-U2] **IT** stands for **Information Technology**. It means computer hardware and software.
- **K**  
[ABBREVIATION-U2] **K** stands for “**thousand**”. It is used after a number to show how many thousands of dollars per year a person earns at a job.
- **keep notes**  
[V PHRASE-U2] To **keep notes** is to write brief statements about something for future reference.
- **ledger**  
[N-COUNT-U14] A **ledger** is a book where a company records accounting information.
- **letterhead**  
[N-UNCOUNT-U7] **Letterhead** is a piece of paper with a company's name printed at the top.
- **limited company**  
[N-COUNT-U10] A **limited company** is one whose owners are only partly responsible for its debts. The abbreviation for a limited company is **Ltd.**, which usually follows the name of the company.
- **loss**  
[N-COUNT-U14] A **loss** is the money that a company loses if it spends more money than it receives.

- **mail log**  
[N-COUNT-U7] A **mail log**, or record of all incoming and outgoing mail, can be kept in either a book or as a computer file.
- **mail room**  
[N-COUNT-U7] The **mail room** is a room where mail is delivered to an office to be distributed to each department and where mail is collected to be sent out of the office.
- **maintain a foothold**  
[V PHRASE-U1] To **maintain a foothold** means to keep going in a difficult situation.
- **major**  
[ADJ-U11] If something is **major**, it is important or large.
- **manufacture**  
[V-T-U1] To **manufacture** a product means to make it, usually using machinery.
- **medical benefits**  
[N-PLURAL-U3] If a company offers **medical benefits**, it helps you pay for treatment if you get sick or have an accident.
- **multiple**  
[ADJ-U9] **Multiple** means that there is more than one person or thing.
- **offer**  
[V-T-U4] To **offer** something is to make it available to someone.
- **opening remarks**  
[N-PLURAL-U5] The statements that come at the start of a meeting, before official business begins, are called **opening remarks**.
- **order confirmation**  
[N-COUNT-U4] An **order confirmation** is a record of an order placed and it contains order details, such as the delivery date.
- **out-basket**  
[N-COUNT-U7] An **out-basket** is a container used to hold documents that need to be sent out or distributed.
- **outgoings**  
[N-PLURAL -U14] **Outgoings** are payments that companies make regularly for things such as wages and bills.
- **outstanding balance**  
[N-COUNT-U15] An **outstanding balance** is the part of your bill which you have not paid yet.
- **overdue**  
[ADJ-U14] If something is **overdue**, it is late.

- **overtime**  
[N-UNCOUNT-U13] **Overtime** is the extra money employees receive when they work more hours than usual.
- **owe**  
[V-T-U15] If you **owe** money, you need to pay someone for something you have already received.
- **p.a.**  
[ABBREVIATION-U2] **p.a.** stands for 'per annum'. It means 'each year'.
- **paid in full**  
[PHRASE- U15] If something is **paid in full**, there is no more money to pay.
- **pay**  
[N-UNCOUNT-U3] **Pay** is an amount of money given for work done.
- **payment**  
[N-COUNT-U15] A **payment** is an amount of money you give someone when you receive something.
- **payroll**  
[N-COUNT-U13] The **payroll** is the list of people working for a company, and the details of what they earn.
- **place an order**  
[PHRASE-U4] To **place an order** is to make a request for a product or service.
- **position**  
[N-COUNT-U3] A **position** is the job that someone holds in a company.
- **premises**  
[N-PLURAL-U1] A business **premises** are the buildings or sites where it is located.
- **present**  
[ADJ-U6] People who are **present** are in the room or at a meeting.
- **present**  
[V-T-U5] To **present** something is to talk about it in a formal way.
- **proceedings**  
[N-PLURAL-U6] Everything that is said and done in a meeting is included in the **proceedings**.
- **profit**  
[N-COUNT-U14] **Profit** is money that a company has, after deducting all its costs.
- **proofread**  
[V-T-U7] To **proofread** means to read something to look for mistakes and make corrections.

- **qualify**  
[V-I-U3] If you **qualify** for something, you have the right skills, abilities, or education to do the job.
- **quorum**  
[N-COUNT-U6] A **quorum** is reached when there are enough people present at a meeting to make official decisions.
- **quote**  
[V-T-U11] To **quote** is to say how much money you would charge for something.
- **raise**  
[N-COUNT-U13] A **raise** is an increase in salary.
- **reach**  
[V-T-U9] To **reach** someone is to contact them by phone.
- **receive**  
[V-T-U7] To **receive** is to take in or accept something.
- **refund**  
[N-COUNT-U4] A **refund** is when a person gets their money back after a purchase.
- **regarding**  
[PREP-U10] **Regarding** is used to show something concerns a certain subject. The abbreviation for regarding is **Re**.
- **reject**  
[V-T-U8] To **reject** is to say no to an offer or request.
- **relocate**  
[V-I-U1] To **relocate** means to move to another place.
- **remit**  
[V-T-U15] When you **remit** a sum of money, you send it somewhere or to someone.
- **report**  
[N-COUNT-U6] A **report** is a written description of an event or a situation.
- **respond**  
[V-I-U4] To **respond** is to answer a question or enquiry.
- **respond to**  
[V-T-U7] To **respond to** someone or something means to reply or give an answer.
- **retirement benefits**  
[N-PLURAL-U3] **Retirement benefits** are money or other benefits that you will have after you stop working for good, usually when you are in your sixties.

- **roll call**  
[N-COUNT-U5] Reading a list of names to find out whether people are present or not is called a **roll call**.
- **screening calls**  
[V PHRASE-U9] **Screening calls** is making decisions about whether to answer the phone or not and who a caller should speak to.
- **seconded**  
[ADJ- U6] When an item or motion is **seconded** at a meeting, it is approved and can then be voted on.
- **seek out**  
[PHRASAL V-U1]  
To **seek** something **out** means to look for something.
- **seminar**  
[N-COUNT-U9] A **seminar** is a meeting where people discuss a certain subject.
- **services rendered**  
[N PHRASE-U15] **Services rendered** means the work you did for someone else. It is a formal term.
- **set up**  
[PHRASAL V-U1] To **set up** a business or enterprise means to prepare it and start it.
- **solution**  
[N-COUNT-U4] A **solution** is an answer to a problem.
- **sort**  
[V-T-U7] To group several items according to categories is to **sort** them.
- **source**  
[N-COUNT-U11] A **source** is a place where information can be found.
- **stamp**  
[V-T-U7] To **stamp** something means to mark it with an impression or seal.
- **start date**  
[N-COUNT-U3] A **start date** is the day that you begin to work at a company.
- **submitted**  
[ADJ-U6] A document that is **submitted** is given to someone for consideration or approval.
- **telecommunication**  
[N-UNCOUNT-U9] **Telecommunication** is the process of sending messages from one place to another place electronically.

- **total**  
[N-COUNT-U12] The sum of all figures on a list is the **total**.
- **transaction**  
[N-COUNT-U6] Each business exchange or action is a **transaction**.
- **unanimously**  
[ADV-U6] When something is agreed on by everyone, it is **unanimously** agreed.
- **update**  
[N-COUNT-U6] An **update** changes something or gives new information about something.
- **wpm**  
[ABBREVIATION-U2] **Wpm** is short for **words per minute**. It indicates typing speed.
- **wage**  
[N-COUNT-U13] A **wage** is the money employees receive from their jobs.
- **well-organized**  
[ADJ-U4] If a person is **well-organized**, they have all of their work well-planned and prepared.
- **withdrawal**  
[N-COUNT-U12] The act of removing money from a bank account is a **withdrawal**.
- **yrs**  
[ABBREVIATION-U2] **Yrs** stands for “years”

## Audio Files for Occupation Secretary

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

