Müfredat Geliştirme

Curriculum Development in Vocational Education and Training Schools

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Annex 22

Delivery of Foreign Language in Occupation
Packages of the Learning Materials for:
Fashion Designer
Grade: 9, 10, 11

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Contents

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

Target group and position	Students in vocational schools trained to acquire qualification "Fashion Designer" in 9th, 10th, 11th and 12th grade who need to communicate in English to native speakers and non-native speakers in English; students who will need English as part of their job to communicate on a frequent or occasional basis to foreigners at their work place using digital means of communication or related to digital means of communication. They do not usually need a foreign language in demanding interactive situations.
Entry level and Exit level	Listening A1+ towards A2 Reading A1+ towards A2 Spoken interaction A1+ towards A2 Spoken production A1+ towards A2 Writing A1+ towards A2 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.

Entry and Exit Level

According to the European Framework of reference

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

	Entry level
	Exit level

Description of language skills Exit level

Level of language skills	General language skills	Professional language skills
Understanding Listening A2	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).	➢ Can follow everyday conversations if speech is carefully articulated though words and expressions may need to be repeated. ➢ Can understand information about everyday events if speech is clear and pronunciation – standard. ➢ Can understand the main points in a well-structured, factual presentation in my area of work or interest. ➢ Can understand the main points in TV and radio broadcasts, advertisements, commercials, presentations and promotions if speech is clear, comparatively slow and topic is familiar. ➢ Can understand the main aspects of longer talks/meetings referring to routine work-related matters when standard language is used.
Reading A2	Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	➢ Can understand short, simple texts composed of the most common words and expressions including international words. ➢ Can understand short, simple job-related texts and letters/orders. ➢ Can understand standard routine correspondence (letters, faxes, e-mails), e.g. concerning simple arrangements ➢ Can identify familiar and predictable information in advertisements, leaflets and timetables. ➢ Can understand simple operating instructions, e.g. in lifts, on public telephones, cash machines, etc. ➢ Can scan simple written materials such as brochures and short newspaper articles and extract factual information I need ➢ Can read and extract the necessary information related to my work tasks.

Spoken interaction A2	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 I can't usually understand enough to keep the conversation going myself.	➢ Can handle most situations likely to arise in business and on travelling to a country where the language is spoken. ➢ Can handle a conversation as long as it concerns routine activities within a familiar and/or predictable context. ➢ Can hold a spontaneous conversation on familiar topics of personal and professional interest. ➢ Can give or seek personal views and opinions on familiar topics in an informal discussion with friends/colleagues, agreeing and disagreeing politely.
Spoken production A2	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.	➢ Can give comparatively detailed accounts of experiences, events, work processes etc. ➢ Can give routine information about own area of work/department/company/product. ➢ Can give a brief summary of a story, e.g. the plot of a book or film and make comments on it. ➢ Can give reasons for my plans, opinions, decisions and actions.
Writing A2	Can write short, simple notes and messages, relating to matters in areas of immediate need. Can write a very simple personal letter, for example thanking someone for something.	➢ Can write short letters, fax messages, e-mail messages, memos following a sample ➢ Can write SMSs using standard abbreviations. ➢ Can take notes related to matters of immediate interest in work ➢ Can fill in forms or questionnaires briefly describing personal and job-related information. ➢ Can produce short messages, faxes or e-mails with simple variations on memorised language. ➢ Can give directions how to get to a meeting, place or company in a written form. ➢ Can give short accounts of past or present events and activities, or of future plans. ➢ Can briefly describe something or somebody.

GRADE 9

Description of module content and learning objectives

Module objectives 9th grade	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.
Module 1 Focus on vocabulary Use of terminology in the foreign language	Students learn and practice **how to**: General linguistic range • use isolated words/signs and basic expressions in order to give simple information about themselves. • use a very basic range of simple expressions about personal details and needs of a concrete type. • use some basic structures in one-clause sentences with some omission or reduction of elements. Vocabulary range • effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations. Grammatical accuracy • 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.

Module 2 Professional communication in the foreign language	Vocabulary control - control a narrow repertoire dealing with concrete, everyday needs. - pronounce a very limited repertoire of learnt words and phrases which can be understood with some effort by interlocutors used to dealing with speakers of the language group. - reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases. - reproduce sounds in the target language if carefully guided. - articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds). - 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. Students learn and practice **how to** Interact with colleagues or customers generally and more specifically for the level **how to**: Verbally - establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. However, repair of communication is often required - adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual. - communicate basic information about personal details and needs of a concrete type in a simple way. - communicate very basic information about personal details in a simple way, while pausing is expected and usual to search for expressions - manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

	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
Listening A1	Can recognise familiar terminology for the occupation and very basic phrases concerning immediate concrete surroundings when people speak/sign slowly and clearly. Can understand phrases and the highest frequency vocabulary related to areas of most immediate professional relevance (e.g. very basic information, shopping, local area, employment, prices, etc.).	➤ Can understand figures, prices and times given slowly and clearly in an announcement by other people in work environment or in a shop. ➤ Can recognise relevant terminology, words and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly ➤ Can understand instructions addressed carefully and slowly to them and follow short, simple directions (adding, subtracting, multiplying, dividing) ➤ Can understand in outline very simple information being explained in a predictable situation like a guided tour or process of calculation, provided the delivery is very slow and clear and that there are long pauses from time to time. ➤ can understand phrases and expressions related to the most immediate priority in the work environment provided speech is clearly and slowly articulated ➤ Can understand simple technical information, such as operating instructions for everyday equipment ➤ Can extract the essential information from short, recorded passages dealing with predictable everyday work matters ➤	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 5, 6 and 7 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 5, 6 and 7 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 5, 6 and 7 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 5, 6 and 7 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 5, 6 and 7 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 5, 6 and 7 from Unit 6, Physical Materials 1, p. 14-15 Book 1 Exercise 5, 6 and 7 from Unit 10, Basic Actions 1, p. 22-23 Book 1 Exercise 5, 6 and 7 from Unit 12, Sketches and Drawings, p. 26-27 Book 1 Exercise 5, 6 and 7 from Unit 13, Applied Arts, p. 28-29 Book 1 Exercise 5, 6 and 7 from Unit 14, Graphic Arts, p. 30-31 Book 1 Exercise 5, 6 and 7 from Unit 15, Fine Arts, p. 32-33
Reading A1 towards A1+	can understand familiar names, words/ signs and very simple sentences, for example on notices	➤ Can understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location. ➤ Can recognise times and places in very simple notes and text messages from friends or colleagues (e.g. "Back at 4	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 2, 3 and 4 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 2, 3 and 4 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 2, 3 and 4 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 2, 3 and 4 from Unit 4, Describing Placement,

	and posters or in catalogues. can find specific, predictable information in simple everyday material, such as advertisements, prospectuses, menus and timetables, and I can understand	o'clock" or "In the meeting room"), provided there are no abbreviations. ➢ Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet). ➢ Can understand simple everyday signs such as "Parking", "Station", "Dining room", "No smoking", etc. ➢ Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations. ➢ Can find information about places, times and prices on posters, flyers and notices. ➢ Can find and understand simple, important information in advertisements, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times). ➢ Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts). ➢ Can understand basic work information (e.g. times when work starts, breaks are scheduled, meals are served).	p. 10-11 Book 1 Exercise 2, 3 and 4 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 2, 3 and 4 from Unit 6, Physical Materials 1, p. 14-15 Book 1 Exercise 2, 3 and 4 from Unit 10, Basic Actions 1, p. 22-23 Book 1 Exercise 2, 3 and 4 from Unit 12, Sketches and Drawings, p. 26-27 Book 1 Exercise 2, 3 and 4 from Unit 13, Applied Arts, p. 28-29 Book 1 Exercise 2, 3 and 4 from Unit 14, Graphic Arts, p. 30-31 Book 1 Exercise 2, 3 and 4 from Unit 15, Fine Arts, p. 32-33
Spoken interaction A1 towards **A1+**	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.	➢ Can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry". ➢ Can recognise simple greetings. ➢ Can greet people, state their name and take leave in a simple way. ➢ Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 1, 7 and 8 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 1, 7 and 8 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 1, 7 and 8 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 1, 7 and 8 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 1, 7 and 8 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 1, 7 and 8 from Unit 6, Physical Materials 1, p. 14-15 Book 1 Exercise 1, 7 and 8 from Unit 10, Basic Actions 1, p. 22-

		➢ Can make an introduction and use basic greeting and leave-taking expressions. ➢ Can ask how people are and react to news. ➢ Can ask people for things and give people things. ➢ Can handle numbers, quantities, cost and time.	23 Book 1 Exercise 1, 7 and 8 from Unit 12, Sketches and Drawings, p. 26-27 Book 1 Exercise 1, 7 and 8 from Unit 13, Applied Arts, p. 28-29 Book 1 Exercise 1, 7 and 8 from Unit 14, Graphic Arts, p. 30-31 Book 1 Exercise 1, 7 and 8 from Unit 15, Fine Arts, p. 32-33
Oral production A1	can use simple phrases and sentences to describe where I live and people I know.	➢ Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). ➢ Can produce simple, mainly isolated phrases about people and places. ➢ Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance. ➢ Can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.	▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role See above exercises for speaking interaction: ▪ Distribute role cards – students read their role cards Write a diagram of the role play words/sentences on the board
Written production A1	can produce simple isolated phrases and sentences.	➢ Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary. ➢ Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 9 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 9 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 9 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 9 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 9 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 9 from Unit 6, Physical Materials 1, p. 14-15 Book 1 Exercise 9 from Unit 10, Basic Actions 1, p. 22-23 Book 1 Exercise 9 from Unit 12, Sketches and Drawings, p. 26-27 Book 1 Exercise 9 from Unit 13, Applied Arts, p. 28-29 Book 1 Exercise 9 from Unit 14, Graphic Arts, p. 30-31 Book 1 Exercise 9 from Unit 15, Fine Arts, p. 32-33

Teaching/learning contents (guide lines) – Fashion Designer, Grade 9

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
CLOTHING TECHNICAL DRAWINGS: BASIC DESIGN	**From Art and Design, Express Publishing, 2022** Book 1 Unit 1, Describing Shapes, p. 4-5 Book 1 Unit 2, Describing Light, p. 6-7 Book 1 Unit 3, Describing Color, p. 8-9 Book 1 Unit 4, Describing Placement, p. 10-11 Book 1 Unit 5, Describing Style, p. 12-13 Book 1 Unit 10, Basic Actions 1, p. 22-23	
PATTERN PREPARATION AND DRAPPING IN CLOTHING	**From Art and Design, Express Publishing, 2022** Book 1 Unit 6, Physical Materials 1, p. 14-15 Book 1 Unit 12, Sketches and Drawings, p. 26-27 Book 1 Unit 13, Applied Arts, p. 28-29 Book 1 Unit 14, Graphic Arts, p. 30-31 Book 1 Unit 15, Fine Arts, p. 32-33	

Assessment:

➢ <u>Self-assessment</u>: According to the scale in the self-assessment grid of the Common European Framework (CEF)
➢ <u>Tutor assessment</u>: Tests, quizzes, case studies, simulations, role plays
➢ <u>Final assessment:</u> 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 o 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 – Fashion Designer, Grade 9

From Art and Design, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Book 1	
	1	Describing Shapes	Reading a memo (multiple choice questions)	angle, circular, curved, diagonal, line, rectangular, shape, square, straight, triangular	
	2	Describing Light	Reading an article (completing a table)	black, bright, contrast, dark, light, opaque, shade, sharp, translucent, value	
	3	Describing Color	Reading a textbook chapter (true/false statements)	color wheel, complementary color, dull, hue, intensity, pigment, primary color, secondary color, shade, spectrum, vibrant	
	4	Describing Placement	Reading an email (completing a table)	above, across from, below, between, close, far, higher, lower, near, next to, parallel	
	5	Describing Style	Reading a review (multiple choice questions)	balance, cluttered, empty, flow, jagged, pattern, smooth, style, texture, uneven	
	6	Physical Materials 1	Reading a webpage (true/false statements)	colored pencil, eraser, ink, marker, paper cutter, pen, pencil, ruler, scissors, tape	

	10	Basic Actions 1	Reading an email (true/false statements)	design, draw, drop, edit, enlarge, erase, raise, reduce, sketch, stretch	
	12	Sketches and Drawings	Reading an email (multiple choice questions)	basic, charcoal, concept, detail, drawing, drawing board, graphite, outline, sketch, sketchpad	
	13	Applied Arts	Reading a program description (true/false statements)	applied arts, ceramics, commercial, craft, decorative arts, function, industrial design, jewelry, textiles, utility	
	14	Graphic Arts	Reading an email (true/false statements)	calligraphy, graphic arts, lithography, offset printing, printing ink, printmaking, relief printing, screenprinting, two-dimensional, woodcut	
	15	Fine Arts	Reading a poster (true/false statements)	aesthetics, carve, fine arts, fire, medium, painting, piece, sculpture, statue, three-dimensional	

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

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

From Art and Design, Express Publishing, 2022

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

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

	6	Physical Materials 1	Reading a webpage (true/false statements)	Listening to a conversation between an art store clerk and a customer (multiple choice questions); Completing a conversation	Acting out a dialogue between an art store clerk and a customer	Completing a customer survey	
	10	Basic Actions 1	Reading an email (true/false statements)	Listening to a conversation between a designer and a client (multiple choice questions); Completing a conversation	Acting out a dialogue between a designer and a client	Completing a project update form	
	12	Sketches and Drawings	Reading an email (multiple choice questions)	Listening to a conversation between two designers (true/false statements); Completing a conversation	Acting out a dialogue between two designers	Completing a progress report	
	13	Applied Arts	Reading a program description (true/false statements)	Listening to a conversation between an art student and an instructor (multiple choice questions);	Acting out a dialogue between an art student and an instructor	Completing a student's notes about different types of applied arts	

				Completing a conversation			
	14	Graphic Arts	Reading an email (true/false statements)	Listening to a conversation between two artists (multiple choice questions); Completing a conversation	Acting out a dialogue between two artists	Completing a graphic arts exam question	
	15	Fine Arts	Reading a poster (true/false statements)	Listening to a conversation between a gallery visitor and a gallery director (multiple choice questions); Completing a conversation	Acting out a dialogue between a gallery visitor and a gallery director	Completing a gallery brochure	

GRADE 10

Description of module content and learning objectives

Module objectives 10th grade	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.
Module 1 Focus on vocabulary Use of terminology in the foreign language	Students learn and practice **how to**: General linguistic range - Use some simple structures correctly but still systematically makes basic mistakes - Pronounce words and phrases generally clear enough to be understood but still has a strong influence on stress, rhythm and intonation from the other language spoken - Clearly pronounce familiar words although repetition is needed from time to time - produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors. - Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable - Convey very basic content, though they will generally have to compromise the message and search for words/signs. Vocabulary range - effectively apply and make use of a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations. - Use sufficient vocabulary for the expression of basic communicative needs. - Use sufficient vocabulary for coping with simple survival needs.

	Grammatical accuracy • employ very simple principles of word/sign order in short statements. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. • Use some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say. 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.
Module 2 Professional communication in the foreign language	Students learn and practice **how to** Interact with colleagues or customers generally and more specifically for the level **how to**: Verbally • Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges • Can handle very short social exchanges, using everyday polite forms of greeting and address • Can expand learnt phrases through simple recombination of their elements • Can ask for attention • adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual.

- Can expand learnt phrases through simple recombinations of their elements.
- Can use simple techniques to start, maintain or close a short conversation.
- Can give an example of something in a very simple text using "like" or "for example".
- Can communicate what they want to say in a simple and direct exchange of limited information on familiar
- communicate basic information about basic professional details and needs of a concrete type in a simple way.
- communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions
- manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

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
Understanding Listening A1+	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.	➢ can understands phrases and expressions related to the most immediate priority in the work environment provided speech is clearly and slowly articulated ➢ can identify the topic of discussion ➢ can follow speech which is very slow and carefully articulated ➢ can understand instructions addressed carefully and slowly ➢ Can catch the main point in short, clear, simple message and announcements ➢ Can understands simple technical information, such as operating instructions for everyday equipment ➢ Can extracts the essential information from short, recorded passages dealing with predictable everyday work matters ➢ Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. ➢ Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar. ➢ Can understand the outline of simple information given in a predictable situation, such as on a guided tour of work environment (e.g. "This is where the master works"). ➢ Can understand simple directions on how to get from X to Y, by foot or public transport. ➢ Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 5, 6 and 7 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 5, 6 and 7 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 5, 6 and 7 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 5, 6 and 7 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 5, 6 and 7 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 5, 6 and 7 from Unit 10, Basic Actions 1, p. 22-23 **Other materials:** What is fashion? Fashion industry Clothes: topic vocabulary Fabric types Body shapes Body parts and measurements

		➢ Can understand straightforward announcements (e.g. of a cinema programme or sports event, that a train has been delayed), provided the delivery is slow and clear. ➢ Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	
Reading A1 towards A1+	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.	➢ can read and extract the necessary information related to working environment and the occupation. ➢ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc. ➢ can get a general understanding of an occupation-specific text. ➢ Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase). ➢ Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings. ➢ Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. ➢ Can locate specific information in lists and isolate the information required (e.g. use catalogues to find a service or tradesman). ➢ Can understand texts describing people, places, everyday life and work environment, etc., provided they use simple language. ➢ Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city). ➢ Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 2, 3 and 4 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 2, 3 and 4 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 2, 3 and 4 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 2, 3 and 4 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 2, 3 and 4 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 2, 3 and 4 from Unit 10, Basic Actions 1, p. 22-23 **Other materials:** What is fashion? Fashion industry Clothes: topic vocabulary Fabric types Body shapes Body parts and measurements

		➢ Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.	
Spoken interaction **A1+**	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.	➢ can exchange information on a variety of simple and routine matters directly related to the immediate work environment. ➢ can ask questions, confirm information and avoid misunderstanding ➢ can handle a simple conversation in order to obtain goods and services ➢ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies. ➢ can ask and answer simple questions about someone's preferences, requests, purchases and orders. ➢ Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. ➢ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ➢ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. ➢ Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble. ➢ Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor. ➢ Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, job, school). ➢ Can ask for and provide everyday goods and services.	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 1, 7 and 8 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 1, 7 and 8 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 1, 7 and 8 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 1, 7 and 8 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 1, 7 and 8 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 1, 7 and 8 from Unit 10, Basic Actions 1, p. 22-23 **Other materials:** What is fashion? Fashion industry Clothes: topic vocabulary Fabric types Body shapes Body parts and measurements

		➤ Can give and receive information about quantities, numbers, prices, etc. ➤ Can make simple purchases by stating what is wanted and asking the price. ➤ Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. ➤ Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ➤ can ask and answer questions about my own area of work using simple language. ➤ can ask for and give directions referring to a map or plan. ➤ can discuss in a very simple way events, activities and plans. ➤ can take simple telephone calls or put callers through. ➤ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.	
Oral production A1+	can use simple phrases and sentences to describe where I live and people I know. ⬇ Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational	➤ can describe myself and my environment, using simple language. ➤ can give a simple account of my work place, my job or company. ➤ can produce simple mainly isolated phrases about people and places related to my occupation. ➤ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product. ➤ Can give a simple description or presentation of people, living or working conditions, daily routines. likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list. ➤ Can describe themselves, what they do and where they live. ➤ Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.	▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role See above exercises for speaking interaction: ▪ Distribute role cards – students read their role cards Write a diagram of the role play words/sentences on the board

	background and my present or most recent job.	➢ Can name an object and indicate its shape and colour while showing it to others using basic words/signs, phrases and formulaic expressions, provided they can prepare in advance. ➢ Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast).	
Written production A1	Can produce simple isolated phrases and sentences. Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	➢ can write short letters, messages, e-mail messages, memos following a sample ➢ can write SMSs using standard abbreviations. ➢ can take notes related to matters of immediate interest in work ➢ can fill in forms with personal details (job, age, address, etc. ➢ can write simple isolated phrases and sentences, which I have memorized or copied. ➢ can write simple notes to colleagues/friends about appointments (time, place) often using familiar templates, and including greetings, forms of address, formulas to thank and ask for things. ➢ Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. ➢ Can produce simple isolated phrases and sentences. ➢ Can describe in very simple language what a room (or a familiar object) looks like.	**From Art and Design, Express Publishing, 2022** Book 1 Exercise 9 from Unit 1, Describing Shapes, p. 4-5 Book 1 Exercise 9 from Unit 2, Describing Light, p. 6-7 Book 1 Exercise 9 from Unit 3, Describing Color, p. 8-9 Book 1 Exercise 9 from Unit 4, Describing Placement, p. 10-11 Book 1 Exercise 9 from Unit 5, Describing Style, p. 12-13 Book 1 Exercise 9 from Unit 10, Basic Actions 1, p. 22-23 **Other materials:** What is fashion? Fashion industry Clothes: topic vocabulary Fabric types Body shapes Body parts and measurements

Teaching/learning contents (guide lines) – Fashion Designer, Grade 10

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
CLOTHING TECHNICAL DRAWINGS BASIC DESIGN (Revision)	**From Art and Design, Express Publishing, 2022** Book 1 Unit 1, Describing Shapes, p. 4-5 (revision) Book 1 Unit 2, Describing Light, p. 6-7 (revision) Book 1 Unit 3, Describing Color, p. 8-9 (revision) Book 1 Unit 4, Describing Placement, p. 10-11 (revision) Book 1 Unit 5, Describing Style, p. 12-13 (revision) Book 1 Unit 10, Basic Actions 1, p. 22-23 (revision)	
CLOTHING PRODUCTION TECHNOLOGY	**What is fashion? Fashion industry** • https://en.wikipedia.org/wiki/Fashion • https://kreationbykj.in/blogs/news/importance-of-fashion#:~:text=Fashion%20is%20a%20dynamic%20force,how%20it%20makes%20us%20feel./ • https://www.pbs.org/newshour/classroom/posts/1999/10/what-is-fashion/ • https://artsandculture.google.com/theme/what-is-fashion/hwKSYSaJMOwAKA?hl=en%2F • https://www.britannica.com/art/fashion-industry **Clothes: topic vocabulary:** • https://www.youtube.com/watch?v=2yz0hmg2hQE • https://www.youtube.com/watch?v=N_NeJU4aNNs • https://www.youtube.com/watch?v=ZA6P8PexGKQ	

	• https://www.youtube.com/watch?v=mrcCLa_Y1F4 • https://www.youtube.com/watch?v=OBhoJ7za_6U • https://www.youtube.com/watch?v=NglZpVcQ3Ww (phrasal verbs) **Fabric types**: • https://www.youtube.com/watch?v=Q3SRwri0RWc • https://www.youtube.com/watch?v=-B4tfduOQ7w	
PATTERN PREPARATION AND DRAPPING IN CLOTHING	**Body shapes:** • https://www.youtube.com/watch?v=OTE3Zq_HX9U • https://www.youtube.com/watch?v=lBIYMyX2TRY **Body parts and measurements:** • https://www.youtube.com/watch?v=djuJdzUV4QA	

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 o 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 – Fashion Designer, Grade 10

From Art and Design, Express Publishing, 2022

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

10	Basic Actions 1	Reading an email (true/false statements)	design, draw, drop, edit, enlarge, erase, raise, reduce, sketch, stretch	

Other materials:

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	1	Clothes		Clothes vocabulary and accessories Categorizing outfit: Upper, bottom wear, underwear, head, footwear	
	2	Body Parts		Learn about body parts to be able to make meaningful sentences about outfits Vocabulary about body parts: neck shoulders, legs, arms, chest(bust), wrist, elbow	
	3	Body shapes		Gain information about typical body shapes, classify body shapes and use the knowledge at different skills activities: Rectangular, inverted triangle, triangle(pear), hour glass, apple (circle)	
	4	Body parts and measurement points		Specific vocabulary for measuring the body and instructional drills about how to take body measurements	
	5	Shopping dialogues/ tips		Learning vocabulary for customer/ shop assistant interactions such as asking size, models, price, discount, payment type, etc.	

	6	Dressing styles		Learning basic dressing styles: Bohemian, cowboy, ethnic, retro, rock, gothic, vintage, punk, glam, grunge, preppy classical, tomboy, sophisticated, etc.	
	7	Fabric		Learning basic fabric types: related vocabulary/ instructional phrases: soft, rough, water resistant, stainless, etc.	
	8	Dress Codes		Learning the classification of different dressing styles and events to wear those specific attires: formal wear, sportswear, smart casual, native, gala, footballmatch, picnic	
	9	Fashion (Fashion industry)		Learning the parts in fashion industry: fashion brands, fashion designers, hautre coutre versus ready to wear Basic fashion terminology Fashion Season/ Sales	
	10	Cloth manufacturing (stages)		Demonstrating in schemes / visuals the stages of manufacturing	
	11	Buying a product/ the company (guarantee form of a product)		Learning vocabulary / drills about different products': clothes, shopping, purchasing, problems, product exchange, getting refund, online shopping problems, etc	

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

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

From Art and Design, Express Publishing, 2022

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

				Completing a conversation			
	3	Describing Color	Reading a textbook chapter (true/false statements)	Listening to a conversation between two designers (multiple choice questions); Completing a conversation	Acting out a dialogue between two designers	Completing a project update sheet	
	4	Describing Placement	Reading an email (completing a table)	Listening to a conversation between two designers (listening for specific information); Completing a conversation	Acting out a dialogue between two designers	Completing an email from one designer to another designer	
	5	Describing Style	Reading a review (multiple choice questions)	Listening to a conversation between two art gallery visitors (true/false statements); Completing a conversation	Acting out a dialogue between two art gallery visitors	Completing a gallery feedback form	
	10	Basic Actions 1	Reading an email (true/false statements)	Listening to a conversation between a designer and a client (multiple choice questions);	Acting out a dialogue between a designer and a client	Completing a project update form	

			Completing a conversation			

Other materials:

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
	1	Clothes	Reading text / information from a web page / prepared related materials for reading activities	Listening to a short conversation about daily style of different people Listening to different people and clothes they choose to wear – (multiple choice questions)			
	2	Body parts	Reading text about body parts and clothes	Listening to short expressions of other people about their clothes and which part of their body it is used/ worn.			
	3	Body Shapes	Reading text from a web page or written text to describe body shapes	Listening to drill a dialogue with peers	Peer to peer drills about body shapes		

				Listening to online material about the topic			
	11	Buying a product	Reading a text about purchasing a product / how pleased / satisfied /problems with it Reading a text about company's process from idea of a product till selling process (including team work / prototype/ product / delivery /advertising /selling)		Acting out a dialogue between a customer and a seller about a product		

GRADE 11

Description of module content and learning objectives

| Module objectives

11th grade

Module 1

Focus on vocabulary

Use of terminology in the foreign language | 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.

Students learn and practice **how to**:

General linguistic range

Use simple and more complex structures correctly but still systematically makes some mistakes Pronounce words and phrases generally clear enough to be understood but still has a strong influence on stress, rhythm and intonation from the other language spoken Clearly pronounce familiar words although repetition is needed from time to time produce sounds in the target language if carefully guided. It may affect intelligibility, requiring collaboration from interlocutors. Use effectively and close to independently a repertoire of basic language which enables them to deal with everyday situations with predictable Convey very basic content, though they will generally have to compromise the message and search for words/signs. get by using enough language, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times. |

Vocabulary range

- 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.
Module 2 Professional communication in the foreign language	Students learn and practice **how to** Interact with colleagues or customers generally and more specifically for the level **how to**: Verbally • Can make and respond to invitations, suggestions, apologies, etc. using learnt phrases and memorized exchanges • Can handle very short social exchanges, using everyday polite forms of greeting and address • Can expand learnt phrases through simple recombination of their elements • Can ask for attention • adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution and difficulties in articulating less familiar words is usual. • Can expand learnt phrases through simple recombinations of their elements. • Can use simple techniques to start, maintain or close a short conversation. • Can give an example of something in a very simple text using "like" or "for example". • Can communicate what they want to say in a simple and direct exchange of limited information on familiar • communicate basic information about basic professional details and needs of a concrete type in a simple way. • communicate very basic information about professional topics in a simple way, while pausing is expected and usual to search for expressions • manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary. • Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. • Can socialise simply but effectively using the simplest common expressions and following basic routines.

In Writing

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

Description of language skills for the Module

Level of language skills	General language skills	Professional language skills	Examples **Teaching and learning resources developing these occupational skills**
Understanding Listening **A2**	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.	➤ can understands phrases and expressions related to the most immediate priority in the work environment ➤ can identify the topic of discussion ➤ can follow speech which is very slow and carefully articulated ➤ can understand instructions addressed carefully and slowly ➤ Can catch the main point in short, clear, simple message and announcements ➤ Can understands simple technical information, such as operating instructions for everyday equipment if clearly and slowly articulated ➤ Can extract the essential information from short, recorded passages dealing with predictable everyday work matters ➤ can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated ➤ Can follow in outline short, simple social exchanges, conducted very slowly and clearly. ➤ Can generally identify the topic of discussion around them when it is conducted slowly and clearly.	**From Art and Design, Express Publishing, 2022** Book 2 Exercises 5, 6 and 7 from Unit 15, CAD, p. 32-33 Book 3 Exercises 5, 6 and 7 from Unit 1, Education 1, p. 4-5 Book 3 Exercises 5, 6 and 7 from Unit 3, Business Types, p. 8-9 Book 3 Exercises 5, 6 and 7 from Unit 14, Fashion Design, p. 30-31 **From Sales and Marketing, Express Publishing, 2022** Book 1 Exercises 5, 6 and 7 from Unit 2, Marketing, p. 6-7 Book 1 Exercises 5, 6 and 7 from Unit 4, Types of Sales 2, p. 10-11 Book 1 Exercises 5, 6 and 7 from Unit 5, The Marketing Mix 1, p. 12-13 Book 1 Exercises 5, 6 and 7 from Unit 7, Product Descriptions, p. 16-17 Book 1 Exercises 5, 6 and 7 from Unit 8, Product Details 1, p. 18-19 Book 1 Exercises 5, 6 and 7 from Unit 10, Distribution and Pricing, p. 22-23 Book 1 Exercises 5, 6 and 7 from Unit 11, Payment Options, p. 24-25 Book 1 Exercises 5, 6 and 7 from Unit 12, Costs and Profit, p. 26-27 **Other materials:**

		➢ Can recognise when people agree and disagree in a conversation conducted slowly and clearly. ➢ Can understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.	• Tracing papers (sewing papers), how to copy a tracing (sewing) pattern: • Fashion design tools/ instruments / sewing kit: • Sewing machine models/ how to choose a sewing machine, sewing machine types: • Fashion designer Tools: • How clothes are made: • Garment manufacturing process: • Fashion, fashion industry (articles): • 15 popular careers in Fashion industry
Reading **A1+ to A2**	Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	➢ can read and extract the necessary information related to working environment and the occupation. ➢ can extract the important information and main points from short specialised texts, manuals, orders, instructions, etc. ➢ can get a general understanding of a occupation-specific text.	**From Art and Design, Express Publishing, 2022** Book 2 Exercises 2, 3 and 4 from Unit 15, CAD, p. 32-33 Book 3 Exercises 2, 3 and 4 from Unit 1, Education 1, p. 4-5 Book 3 Exercises 2, 3 and 4 from Unit 3, Business Types, p. 8-9 Book 3 Exercises 2, 3 and 4 from Unit 14, Fashion Design, p. 30-31 **From Sales and Marketing, Express Publishing, 2022** Book 1 Exercises 2, 3 and 4 from Unit 2, Marketing, p. 6-7 Book 1 Exercises 2, 3 and 4 from Unit 4, Types of Sales 2, p. 10-11 Book 1 Exercises 2, 3 and 4 from Unit 5, The Marketing Mix 1, p. 12-13 Book 1 Exercises 2, 3 and 4 from Unit 7, Product Descriptions, p. 16-17 Book 1 Exercises 2, 3 and 4 from Unit 8, Product Details 1, p. 18-19 Book 1 Exercises 2, 3 and 4 from Unit 10, Distribution and Pricing, p. 22-23 Book 1 Exercises 2, 3 and 4 from Unit 11, Payment Options, p. 24-25 Book 1 Exercises 2, 3 and 4 from Unit 12, Costs and Profit, p.

26-27

Other materials:
- Tracing papers (sewing papers), how to copy a tracing (sewing) pattern:
- Fashion design tools/ instruments / sewing kit:
- Sewing machine models/ how to choose a sewing machine, sewing machine types:
- Fashion designer Tools:
- How clothes are made:
- Garment manufacturing process:
- Fashion, fashion industry (articles):
- 15 popular careers in Fashion industry

| **Speaking**

Spoken interaction
A1+ to A2 | 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. | ➤ can exchange information on a variety of simple and routine matters directly related to the immediate work environment.
➤ can ask questions, confirm information and avoid misunderstanding
➤ can handle a simple conversation in order to obtain goods and services
➤ can handle simple social exchanges with customers/colleagues, e.g. introductions, invitations, apologies.
➤ can ask and answer simple questions about someone's preferences, requests, purchases and orders.
➤ can ask and answer questions about my own area of work using simple language.
➤ can ask for and give directions referring to a map or plan.
➤ can discuss in a very simple way events, activities and plans.
➤ can take simple telephone calls or put callers through. | **From Art and Design, Express Publishing, 2022**

Book 2 Exercises 1, 7 and 8 from Unit 15, CAD, p. 32-33

Book 3 Exercises 1, 7 and 8 from Unit 1, Education 1, p. 4-5
Book 3 Exercises 1, 7 and 8 from Unit 3, Business Types, p. 8-9
Book 3 Exercises 1, 7 and 8 from Unit 14, Fashion Design, p. 30-31

From Sales and Marketing, Express Publishing, 2022
Book 1 Exercises 1, 7 and 8 from Unit 2, Marketing, p. 6-7
Book 1 Exercises 1, 7 and 8 from Unit 4, Types of Sales 2, p. 10-11
Book 1 Exercises 1, 7 and 8 from Unit 5, The Marketing Mix 1, p. 12-13
Book 1 Exercises 1, 7 and 8 from Unit 7, Product Descriptions, p. 16-17
Book 1 Exercises 1, 7 and 8 from Unit 8, Product Details 1, p. 18-19
Book 1 Exercises 1, 7 and 8 from Unit 10, Distribution and Pricing, p. 22-23 |

		➢ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.	Book 1 Exercises 1, 7 and 8 from Unit 11, Payment Options, p. 24-25 Book 1 Exercises 1, 7 and 8 from Unit 12, Costs and Profit, p. 26-27 **Other materials:** • Tracing papers (sewing papers), how to copy a tracing (sewing) pattern: • Fashion design tools/ instruments / sewing kit: • Sewing machine models/ how to choose a sewing machine, sewing machine types: • Fashion designer Tools: • How clothes are made: • Garment manufacturing process: • Fashion, fashion industry (articles): • 15 popular careers in Fashion industry
Spoken production **A1+**	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.	➢ can describe myself and my environment, using simple language. ➢ can give a simple account of my work place, my job or company. ➢ can produce simple mainly isolated phrases about people and places related to my occupation. ➢ can read a very short, rehearsed statement – e.g. to introduce a person, propose a product.	Oral production (speaking) activities: ▪ The language user produces an oral text which is received by an audience of one or more listeners. ▪ Examples: reading a written text aloud, speaking from notes or visual aids (diagram, pictures, charts, etc.) ▪ Acting out a rehearsed role See above exercises for speaking interaction: ▪ Distribute role cards – students read their role cards ▪ Write a diagram of the role play words/sentences on the board
Writing A1+	Can write short, simple notes and messages. Can write a very simple personal letter, for example thanking someone for something.	➢ can write short letters, messages, e-mail messages, memos following a sample ➢ can write SMSs using standard abbreviations. ➢ can take notes related to matters of immediate interest in work	**From Art and Design, Express Publishing, 2022** Book 2 Exercise 9 from Unit 15, CAD, p. 32-33 Book 3 Exercise 9 from Unit 1, Education 1, p. 4-5 Book 3 Exercise 9 from Unit 3, Business Types, p. 8-9 Book 3 Exercise 9 from Unit 14, Fashion Design, p. 30-31

		➤ 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.	**From Sales and Marketing, Express Publishing, 2022** Book 1 Exercise 9 from Unit 2, Marketing, p. 6-7 Book 1 Exercise 9 from Unit 4, Types of Sales 2, p. 10-11 Book 1 Exercise 9 from Unit 5, The Marketing Mix 1, p. 12-13 Book 1 Exercise 9 from Unit 7, Product Descriptions, p. 16-17 Book 1 Exercise 9 from Unit 8, Product Details 1, p. 18-19 Book 1 Exercise 9 from Unit 10, Distribution and Pricing, p. 22-23 Book 1 Exercise 9 from Unit 11, Payment Options, p. 24-25 Book 1 Exercise 9 from Unit 12, Costs and Profit, p. 26-27 **Other materials:** • Tracing papers (sewing papers), how to copy a tracing (sewing) pattern: • Fashion design tools/ instruments / sewing kit: • Sewing machine models/ how to choose a sewing machine, sewing machine types: • Fashion designer Tools: • How clothes are made: • Garment manufacturing process: • Fashion, fashion industry (articles): • 15 popular careers in Fashion industry

Teaching/learning contents (guide lines) – Fashion Designer, Grade 11

2 teaching hours per week

Topics from the Curriculum Package	Resources	Comments Teaching and learning focus and methods Linguistic aspects/teaching and learning methods
CLOTHING PRODUCTION TECHNOLOGY	**Tracing papers (sewing papers), how to copy a tracing (sewing) pattern:** • https://www.youtube.com/watch?v=djEKxW9gU8Q • https://www.youtube.com/watch?v=OGkPd93MFIQ&list=PL1bXi3AepUM8L6sEwapxlfM_q6XmUcKdY • https://www.youtube.com/watch?v=qL0xXpeErQU • https://www.youtube.com/watch?v=k8qQxPiSfE4 **Fashion design tools/ instruments / sewing kit:** • https://www.youtube.com/watch?v=UCwAPgT-RW8 • https://www.youtube.com/watch?v=qCCZh2dhGVk • https://www.youtube.com/watch?v=Y7Ml_vXtjjU **Sewing machine models/ how to choose a sewing machine, sewing machine types:** • https://1.bp.blogspot.com/-r1zyzE7pXe8/XlKvSY143LI/AAAAAAAAjBc/fja9WprewWQMidddjruYu2M9EiwNB67jQCLcBGAsYHQ/s1600/sewing%2Bmachines.JPG • https://www.youtube.com/watch?v=vxHocrbIEj8 • https://www.youtube.com/watch?v=EgwjlpDT4pc • https://mellysews.com/types-of-sewing-machines/ **Fashion designer Tools:** • https://www.youtube.com/watch?v=ah9BZgsiWrg	

How clothes are made:
- https://www.linkedin.com/pulse/how-clothes-made-step-explained-oshima-official/

Garment manufacturing process:
- https://www.youtube.com/watch?v=w8xiBtK0Ca0

Fashion, fashion industry (articles):
- https://en.wikipedia.org/wiki/Fashion
- https://kreationbykj.in/blogs/news/importance-of-fashion
- https://www.youtube.com/watch?v=mi7aUZhW1lc
- https://www.pbs.org/newshour/classroom/posts/1999/10/what-is-fashion
- https://artsandculture.google.com/theme/what-is-fashion/hwKSYSaJMOwAKA?hl=en%2F
- https://www.britannica.com/art/fashion-industry
- https://cousinbillie.com.au/blogs/news/how-the-fashion-industry-works

PATTERN PREPARATION AND DRAPPING IN CLOTHING	**From Art and Design, Express Publishing, 2022** Book 2 Unit 15, CAD, p. 32-33 Book 3 Unit 14, Fashion Design, p. 30-31	
ENTREPRENEURSHIP	**From Sales and Marketing, Express Publishing, 2022** Book 1 Unit 2, Marketing, p. 6-7 Book 1 Unit 4, Types of Sales 2, p. 10-11 Book 1 Unit 5, The Marketing Mix 1, p. 12-13 Book 1 Unit 7, Product Descriptions, p. 16-17 Book 1 Unit 8, Product Details 1, p. 18-19 Book 1 Unit 10, Distribution and Pricing, p. 22-23 Book 1 Unit 11, Payment Options, p. 24-25	

| | Book 1 Unit 12, Costs and Profit, p. 26-27

Other materials:
15 popular careers in Fashion industry
https://www.indeed.com/career-advice/finding-a-job/fashion-industry-careers | |

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 o 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 – Fashion Designer, Grade 11

From Art and Design, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 2					
	15	CAD	Reading an advertisement (true/false statements)	2D, 3D, architecture, CAD, diagram, drafting, engineering, exploded view, model, photorealistic rendering, software, technical drawing	
Book 3					
	1	Education 1	Reading a letter (multiple choice questions)	apprentice, diploma, foundation year, internship, liberal arts, multimedia, placement, portfolio, printing, theory, traditional, undergraduate	
	3	Business Types	Reading job listings (multiple choice questions)	commission, firm, freelancer, generalist, partnership, promotional, proprietor, referral, sole proprietorship, specialist, staffer, studio	
	14	Fashion Design	Reading a resume (completing a table)	accessory, collection, draping, fashion designer, garment, haute couture, mass-market, pattern, ready-to-wear, runway show, stylist, textile designer	

From Sales and Marketing, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Book 1	
	2	Marketing	Reading a website of a marketing agency (true/false statements)	advertise, attention, attract, buzz, communicate, generate, marketing, promote, publicize, reach	
	4	Types of Sales 2	Reading a resume from a candidate (true/false statements)	B2B, B2C, consignment, consultative, direct sales, door-to-door, hawking, in person, retail, telemarketing	
	5	The Marketing Mix 1	Reading a website about marketing services (multiple choice questions)	channel, commodity, communication, convenience, marketing mix, model, place, price, promotion	
	7	Product Descriptions	Reading an income statement and a magazine article (true/false statements)	feature, make, model, modern, outdated, quality, release, repair, ship, version	
	8	Product Details 1	Reading a poster (true/false statements)	backorder, dimensions, in stock, large, out of stock, oversize, packaging, size, small, warehouse	
	10	Distribution and Pricing	Reading a chapter introduction (true/false statements)	cost, distribution, distribution center, manufacturer, price matching, pricing, pricing policy, retailer, shipping, wholesale	

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	11	Payment Options	Reading a website of a car dealer (true/false statements)	cash, check, credit, debit, down payment, financing, interest, layaway, pay, payment plan	
	12	Costs and Profit	Reading a handbook (true/false statement)	cover, direct materials, expense, fixed costs, labor, mark up, overhead, profit, recoup, variable costs	

Other materials:

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	1	Fashion design tools/ instruments		paper cutting scissors, sewing gauge, rotary cutter, pinking shears, fabric marker, seam ripper, dress form, iron, thimble, dress form	

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

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

From Art and Design, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 2							
	15	CAD	Reading an advertisement (true/false statements)	Listening to a conversation between a manager and a designer (multiple choice questions); Completing a conversation	Acting out a dialogue between a manager and a designer	Completing an email from a manager to a client	
Book 3							
	1	Education 1	Reading a letter (multiple choice questions)	Listening to a conversation between a prospective student and a dean of admissions (true/false statements);	Acting out a dialogue between a student applying to a design program and a dean of admissions for a design program	Writing a letter of application to a design program	

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				Completing a conversation			
	3	Business Types	Reading job listings (multiple choice questions)	Listening to a conversation between an employer and a job applicant (true/false statements); Completing a conversation	Acting out a dialogue between an employer and a job applicant	Writing a job listing for a design job	
	14	Fashion Design	Reading a resume (completing a table)	Listening to a conversation between a designer and a job recruiter (true/false statements); Completing a conversation	Acting out a dialogue between a designer and a job recruiter	Completing a cover letter to a fashion design company	

From Sales and Marketing, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				Book 1			
	2	Marketing	Reading a website of a marketing agency (true/false statements)	Listening to a conversation between a marketer and a	Acting out a dialogue between a marketer and a client	Filling out a marketing plan	

				client (true/false statements); Completing a conversation			
	4	Types of Sales 2	Reading a resume from a candidate (true/false statements)	Listening to a conversation between a manager and a candidate (true/false statements); Completing a conversation	Acting out a dialogue between a manager and a candidate	Filling out a resume	
	5	The Marketing Mix 1	Reading a website about marketing services (multiple choice questions)	Listening to a conversation between an accountant manager and a new client (true/false statements) Completing a conversation	Acting out a dialogue between an accountant manager at a marketing firm and a new client	Filling out a list of marketing mix elements	
	7	Product Descriptions	Reading an income statement and a magazine article (true/false statements)	Listening to a conversation between two accountants (multiple choice questions); Completing a conversation	Acting out a dialogue between two accountants	Filling out an income statement	

	8	Product Details 1	Reading a poster (true/false statements)	Listening to a conversation between a salesperson and a warehouse worker (true/false statements); Completing a conversation	Acting out a dialogue between a salesperson and a warehouse worker	Filling out an item inventory	
	10	Distribution and Pricing	Reading a chapter introduction (true/false statements)	Listening to a conversation between a business student and a professor (multiple choice questions); Completing a conversation	Acting out a dialogue between a business student and a professor	Filling out a diagram about the distribution process	
	11	Payment Options	Reading a website of a car dealer (true/false statements)	Listening to a conversation between a customer and a salesman (multiple choice questions); Completing a conversation	Acting out a dialogue between a customer and a salesman	Filling out a salesman's email to a customer	
	12	Costs and Profit	Reading a handbook (true/false statement)	Listening to a conversation between a salesperson and a manager (multiple choice questions); Completing a conversation	Acting out a dialogue between a salesperson and a manager	Filling out an email to coworkers about commission structure	

Other materials:

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
	1	Tracing papers/ Fashion design tools	Reading a text or a visual exercise / short phrases about basic / most used pattern paper types, other tools, dress form, pinking shears, cutting scissors, pins, seam ripper, cold blue gun, thimble	Listening to a drill about people's choices of pattern papers or sewers experiences	Acting out a dialogue to talk about the paper and appropriate fabrics for sewing	Writing about a sewing experience to buy a piece of paper for sewing	
	2	Sewing kit	Reading a text about basic tools in a sewing kit set for a sewer	Listening to a conversation between sewers to choose or buy a sewing kit	Peer to peer activities	Writing about the place where to get a good sewing kit and how to keep or use it	
	3	Pattern markings	Reading a text about symbols of pattern markings and their usage, meaning for tailors, sewers				
	4	Transferring patterns to fabric Pattern pieces	An instructional activity to know how patterns are organized and marked on fabric and cutting process	Listening to a conversation or peer to peer dialogues.	Acting out a dialogue about the process		

	5	Sewing machines, classic machines, computerized /electronic/ heavy-duty machines	Reading a text about the sewing machine types and their functions at sewing	Listening to a presentation about specific tasks at sewing	Acting out conversations about which sewing machine model to buy, or how to take care of a sewing machine; asking for a repair service when a part is broken		
	6	Sewing machine parts					
	7	Laundry symbols	Reading a text to get information about how different fabric types needs different washing cycle				
	8	Fashion industry	Readings a text describing the working system and components of fashion world	Listening to a presentation about fashion stores/ high street stores/ brands designers/ fashion shows Acting a conversation about certain roles in fashion.	Acting out dialogues about: ordering a tailored dress from a tailor/ time of finished product/ measurement rehearsals/ testing the dress		

Focus on developing communicative skills through interaction activities and strategies

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

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

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

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

The action-oriented approach implies purposeful, collaborative tasks in the classroom, the primary focus of which is not language. If the primary focus of a task is not language, then there must be some other product or outcome (such as making an appointment, communication with a customer, performing an action, creating a product, taking part in a process, offering advice or discussing prices). Descriptors can be used to help design such tasks and also to observe and, if desired, to (self-)assess the language use of learners during the task. Interaction leads to co-construction of meaning and this

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

has to be central to the learning and teaching process. This has clear implications for the classroom. At times, this interaction will be between teacher and learner(s), but at times, it will be of a collaborative nature, between learners themselves. The precise balance between teacher-centred instruction and such collaborative interaction between learners in small groups is likely to reflect the context, the pedagogic tradition in that context and the proficiency level of the learners concerned.

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

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

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

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

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

should involve communicative language activities and strategies (CEFR 2001 Section 4.4) that also occur in the real world, like those students are asked to perform or observe in their practices/ internships.

Methodological tip

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

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

Communication/ Interaction

Interaction, which involves two or more parties co-constructing discourse, is central to the learning/teaching process in all grades. Interpersonal interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Interaction is also fundamental in learning. The CEFR scales for interaction strategies reflect this with scales for turntaking, co-operating (= collaborative strategies) and asking for clarification. These basic interaction strategies are as important in collaborative learning as they are in real-world communication. The majority of the activities for interaction concern oral interaction. However, as pointed out in the Vocational Framework Curricula written interaction (= writing much as you would speak, in a slowed-down dialogue) has taken an increasingly significant role over the past 20 years. Therefore, the new category of online interaction has been developed and has to be specially focused upon.
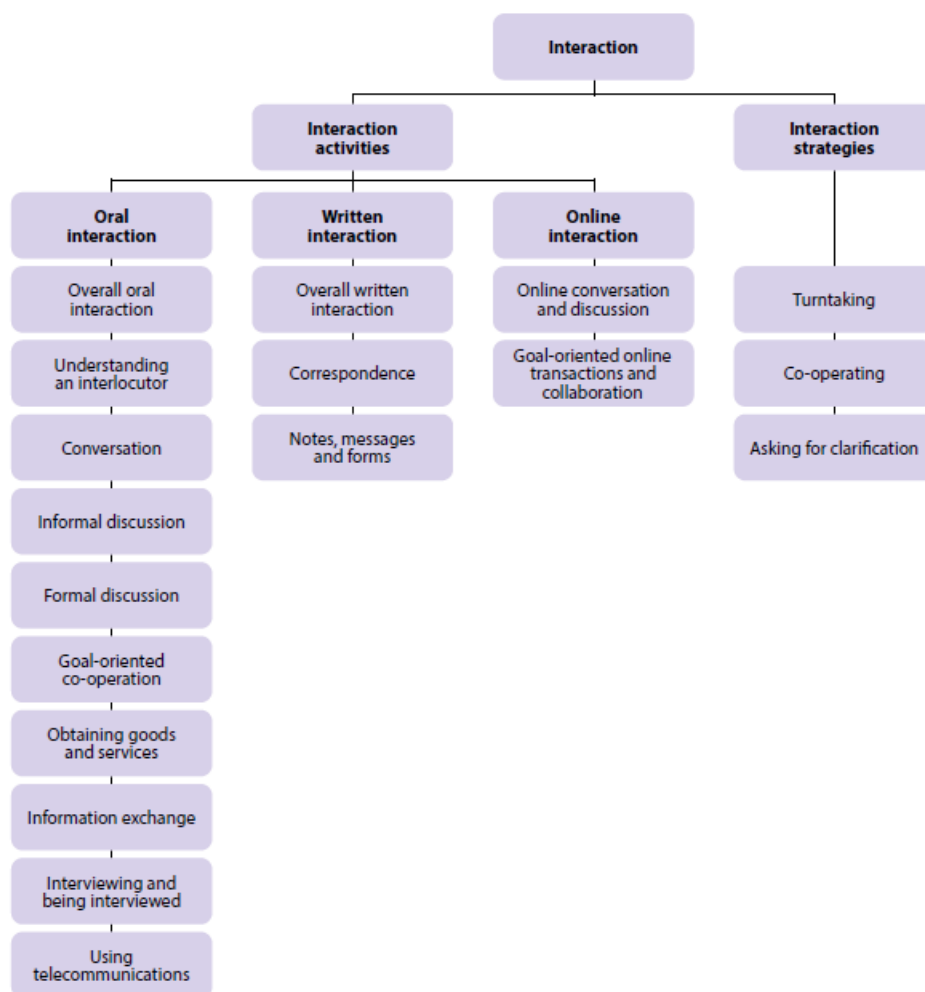
Fig. 1. Interactive activities and strategies (summary).

The activities (descriptors) begin with "Understanding an interlocutor". "Interlocutor" is a somewhat technical term that means the person with whom one is conversing directly in a dialogue.

Here are some explanations of the different categories or type of activities teachers should focus on.

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

Understanding an interlocutor:

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

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

Conversation

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

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

Informal discussion (with friends or members of the team)

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

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

Formal discussion (meetings, instructions, briefings)

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

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

Goal-oriented co-operation

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

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

Obtaining goods and services

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

B1	Can deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.
	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.
	Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.
	Can make a complaint.
	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.
A2	Can deal with common aspects of everyday living such as travel, lodging, eating and shopping.
	Can interact in predictable everyday situations (e.g. post office, station, shop), using a wide range of simple expressions.
	Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.
	Can ask for and provide everyday goods and services.
	Can get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets.
	Can ask about things and make simple transactions in shops, post offices or banks.
	Can give and receive information about quantities, numbers, prices, etc.
	Can make simple purchases by stating what is wanted and asking the price.
	Can order a meal.
	Can point out when something is wrong (e.g. "The food is cold" or "There is no light in my room").
	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.
A1	Can ask people for things and give people things.
	Can ask for food and drink using basic expressions.
	Can handle numbers, quantities, cost and time.
Pre-A1	Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.

Information exchange

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

B1	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
	Can summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.
	Can find out and pass on straightforward factual information.
	Can ask for and follow detailed directions.
	Can obtain more detailed information.
	Can offer advice on simple matters within their field of experience.
A2	Can understand enough to manage simple, routine exchanges without undue effort.
	Can deal with practical everyday demands: finding out and passing on straightforward factual information.
	Can ask and answer questions about habits and routines.
	Can ask and answer questions about pastimes and past activities.
	Can ask and answer questions about plans and intentions.
	Can give and follow simple directions and instructions, e.g. explain how to get somewhere.
	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.
	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).
A1	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".
	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.
Pre-A1	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.
	Can ask for and give a date of birth.
	Can ask for and give a phone number.
	Can tell people their age and ask people about their age.
	Can ask very simple questions for information, such as "What is this?" and understand one- or two-word/ sign answers.

Interviewing and being interviewed

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

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

Using telecommunications

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

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

Written interaction

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

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

Correspondence

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

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

B1	Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film.
	Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences.
	Can reply to an advertisement in writing and ask for further information on items that interest them.
	Can compose basic formal e-mails/letters (e.g. to make a complaint and request action).
	Can compose personal letters describing experiences, feelings and events in some detail.
	Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).
	Can compose a basic letter of application with limited supporting details.
A2	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).
	Can convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves.
	Can compose very simple personal letters expressing thanks and apology.
	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).
	Can compose a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).
A1	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.
	Can compose a short, simple postcard.
	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.
Pre-A1	Can convey basic personal information in short phrases and sentences, with reference to a dictionary.

Notes, messages and forms

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

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

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

Online interaction

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

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

Online conversation and discussion

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

B1	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.
	Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.
	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.
A2+	Can introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time.
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.
	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.
A2	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).
	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.
A1	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.
	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.
Pre-A1	Can post simple online greetings, using basic formulaic expressions and emoticons.
	Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.

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

Goal-oriented online transactions and collaborations

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

B1	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. Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks. 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. 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. Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.
A2	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). 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. 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. Can ask basic questions about the availability of a product or feature. Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.
A1	Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail or telephone number).
Pre-A1	Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.

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 that 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
- Draw a pyramid on the board. Make sure that the pyramid has the same number of squares as there are words in the unit. Number the squares on the pyramid on the board. Split students into pairs. Tell both students to copy down the pyramid. Have Student A write down one word in each square. Instruct Student A not to show Student B his/her pyramid. Student A should describe each of the words without saying the word. Student B should write down the word he/she thinks. Student A is describing in the corresponding square. Tell students that they have two minutes to write down as many of the words as possible. When students have finished, have them compare the pyramids. Then have students switch roles and repeat. When all of the pairs have finished, invite volunteers to share their pyramids with the class. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 1 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 vocabulary word. Instruct the students at the board to each write a sentence using the vocabulary word. Remind students that the sentence must show that they understand the meaning of the word. When the students have finished writing their sentences, they must sit down. Then their teammates have the chance to correct the sentence or approve it. After one of the teams approves the sentence, all of the teams must stop working. As a class, check each of the teams' sentences. Each team that uses the word correctly gets a point. Repeat with different students at the board. Continue until all of the vocabulary has been reviewed. The team with the most points wins. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 2 Rounding up after Exercise 9 Writing)
- Write down the vocabulary on separate pieces of paper. Keep the words in one pile. Write the definitions of the vocabulary on separate pieces of paper. Keep the definitions in another pile. Give each student one of the words and one of the definitions. Make sure that the two do not match up. Tell students not to read the definitions that they have to the other students. Instead, they should ask for the words for their definitions. Do not allow students to show each other the slips of paper that they have. If a student has the word that the other students is looking for, he/she should give the word to the student. Continue until all of the students have found the words for their definitions. Then have each student read his/her word and definition. As a class, decide if the word and the definitions are a match. Invite a volunteer to make a sentence using the vocabulary word. Continue until all of the students have

read their words and definitions. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 3 Rounding up after Exercise 9 Writing)

- Draw a line down the middle of the board. Draw 10 numbered ships on each side of the board. Split the students into two teams. Instruct each team to secretly assign one of the vocabulary words to each of the numbered boats. Then invite one student from each team to play rock – paper – scissors to decide which team will go first. The team that wins will call out the number of the other team's boat and the word that it thinks is written on the boat. If the team gets the word correct, the students must spell the word. If they spell the word correctly, they must then say the definition of the word. If they give the correct definition, they have sunk that ship and can call out another ship number and guess which word is written in it. If the students get any of these aspects wrong, the other team gets control of the board. The team that sinks all of the other teams' ships first wins. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 4 Rounding up after Exercise 9 Writing)

- Write the vocabulary words on separate slips of paper. Make two sets. Write the definitions on separate pieces of paper, but only make one set. Arrange the chairs in a circle. Make sure that you have one fewer chair than you have students. Have the students sit down in the chairs. Have the remaining student stand in the middle of the circle. Give each student who is sitting in a chair a vocabulary word. Make sure that there are pairs of students in the circle that have the same word. Tell the students not to show their words to anyone. Give the student who is standing one of the definitions. Tell the student who is standing that he/she must say the vocabulary word that is associated with the definition. All the students that have this vocabulary word must stand up and switch seats. The student who is standing in the middle has to try to get a seat. The student who does not get a seat must stand in the middle of the circle. Collect all the vocabulary words, redistribute them, and repeat. Continue until all of the vocabulary words have been revised. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 5 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 students 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. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 6 Rounding up after Exercise 9 Writing)

- Assign each of the students a vocabulary word. Repeat words if you need to. Split the students into groups. Have one group of students make Circle A. The other group of students should make Circle B outside of Circle A. Make sure that the students are facing each other. Tell the students in Circle A that they must ask the students that they are facing in Circle B to define the word that they are assigned. The students in Circle B have 20 seconds to define the word. After the 20 seconds, the students in Circle B should move to the left so that they are facing a new partner. Continue until all of the students in Circles A and B have spoken to each other. Repeat, having the students in Circle B asking for the definitions and the students in Circle A moving to the left. When all of the students have spoken to each other, review the vocabulary

as a class. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 7 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. (examples of the activity: Art & Design, Express Publishing, Book 1 Unit 8 Rounding up after Exercise 9 Writing)

- Write the vocabulary words on separate pieces of paper. Make sure you have two sets of vocabulary words. Split the class into two teams. Have one player from each team come to the front of the room. Place a stack of vocabulary words face down in front of each player. Call out the definition of a vocabulary word. The players must look through their stacks of words and hold up the correct word. The player that holds up the correct word first has the chance to use the word in a sentence. If he/she uses the word in a sentence correctly, his/her team gets a point. If he/she doesn't use the word correctly, the other team has the chance to steal the point. Switch the students that are in front of the room. Repeat until all of the vocabulary words have been reviewed. The team with most points wins. (examples of the activity: Art & Design, Express Publishing, Book 2 Unit 6 Rounding up after Exercise 9 Writing)

- Split the class into two teams. Invite one player from each team to the front of the room. Secretly show the two players a word. Tell players that they must silently draw an image to represent the word. Their classmates must guess what the word is. The team that guesses the work correctly gets a point. The player on the team that guessed the correct word must choose a team mate to spell the word. If his/her teammate spells the word correctly, then his/her team gets another point. If his/her teammate spells the word incorrectly, then the other team gets the opportunity to spell the word and steal the point. The player who spells the word correctly must then choose someone else on his/her team to say the definition of the word. If his/her teammate gets the definition correct, then his/her team gets a point. If his/her teammate gets the definition incorrect, then the other team gets the opportunity to say the definition of the word and steal the point. The player who defines the word correctly must them choose another teammate to use the word in a sentence, If his/her teammate uses the word in a sentence correctly, then his/her team gets a point. If his/her teammate does not use the word in a sentence correctly, then the other team gets the opportunity to use the word in a sentence and steal the point. Repeat from the beginning using different words. Continue until all the vocabulary has been reviewed. The team with the most point wins. (examples of the activity: Art & Design, Express Publishing, Book 2 Unit 7 Rounding up after Exercise 9 Writing)

- Write the definitions of the vocabulary on separate pieces of paper. Make two sets of definitions. Split the class into two teams. Put one set of definitions face down in front of each team. Have the students in each team line up one behind the other. Write one list of words on the board in front of each team. The first person on each team should pick up a definition from his/her team's pile and tape it next to the correct word on the board. He/She should then run to the end of his/her line. The next student on the team should do the same. Continue until one of the teams has finished. Then check the words and definitions. If the team matches the words and definitions correctly, it

is the winner. If not, continue until one of the teams matches all the words and definitions correctly. (examples of the activity: Art & Design, Express Publishing, Book 2 Unit 8 Rounding up after Exercise 9 Writing)

- Split the class into small teams. Tell each team that they have three minutes to write down as many of the words from the unit they can. When the three minutes are up, check the words. 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 of the words. 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. (examples of the activity: Art & Design, Express Publishing, Book 2 Unit 10 Rounding up after Exercise 9 Writing)

- Write a numbered list of vocabulary on the board. Make sure that the words are numbered 1-12. Split students into two teams. Invite one player from each team to the front of the room. Roll a set of dice. The two players at the front of the room must draw a picture to represent the corresponding word. The first team to guess the word and correctly use it in a sentence gets a point. Repeat having different students at the board. Continue until all of the vocabulary has been reviewed. The team with most points wins. (examples of the activity: Art & Design, Express Publishing, Book 3 Unit 5 Rounding up after Exercise 9 Writing)

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

GLOSSARY

Art & Design, Express Publishing, 2022

Book 1

- **above**

[PREP- U4] If something is **above** something else, it is in a higher position.

- **across from**

[PREP- U4] If something is **across from** something else, it is on the other or opposite side.

- **acrylic**

[ADJ- U7] If paint is **acrylic**, it is made with water and plastic substances.

- **aesthetics**

[N-UNCOUNT- U15] **Aesthetics** is the philosophy or way of thinking that deals with beauty.

- **angle**

[N-COUNT- U1] An **angle** is a measurement of the space in a corner where two lines meet each other.

- **applied arts**

[N-UNCOUNT- U13] **Applied arts** is the practice of applying artistic designs in practical or everyday contexts, including ceramics, textiles, jewelry, and industrial design.

- **aspect ratio**

[N-COUNT- U8] An **aspect ratio** is the relationship between the lengths of a screen's edges.

- **balance**

[N-UNCOUNT- U5] **Balance** is the state of being even, or having all parts distributed equally or properly.

- **basic**

[ADJ- U12] If something is **basic**, it is the simplest part of something.

- **below**

[PREP- U4] If something is **below** something else, it is in a lower position than that thing.

- **between**

[ADV- U4] If something is **between** other things, it is in the middle or separating one thing from another.

- **black**

[ADJ- U2] If something is **black**, it is completely dark with no light or color.

- **bright**

[ADJ- U2] If something is **bright**, it produces or contains a large amount of light.

- **brush**

[N-COUNT- U7] A **brush** is a tool with many hairs at one end that is used to spread a material, such as paint.

- **calligraphy**

[N-UNCOUNT- U14] **Calligraphy** is an art that involves writing with decorative letters and symbols.

- **carve**

[V-T- U15] To **carve** something is to cut out parts of it in order to make a particular shape or design.

- **ceramics**

[N-PLURAL- U13] **Ceramics** is a type of applied arts that involves making something with clay, such as dishware.

- **charcoal**

[N-UNCOUNT- U12] **Charcoal** is black residue that is produced by burning wood and is used to make drawings and sketches.

- **circular**

[ADJ- U1] If something is **circular**, it has a shape that is round, in which each point along the edge is an equal distance from the center.

- **clay**

[N-UNCOUNT- U7] **Clay** is a heavy material that starts as a soft substance but becomes very hard under high heat.

- **close**

[ADJ- U4] If something is **close** to something, it is a short distance away from that thing.

- **cluttered**

[ADJ- U5] If something is **cluttered**, it contains many items or materials, and looks disorganized.

- **color wheel**

[N-COUNT- U3] A **color wheel** is a circular chart that displays the spectrum of primary and secondary colors.

- **colored pencil**

[N-COUNT- U6] A **colored pencil** is a pencil that marks in a color other than black or gray.

- **commercial**

[ADJ- U13] If something is **commercial**, it is related to the sale of a product.

- **complementary color**

[N-COUNT- U3] A **complementary color** is a hue that is opposite another hue on the color wheel, and does not contain the same primary colors.

- **computer**

[N-COUNT- U8] A **computer** is an electronic device that processes large amounts of information and is used for creating documents, accessing the Internet, and many other purposes.

- **concept**

[N-COUNT- U12] A **concept** is a general idea or understanding about what something is or does.

- **contrast**

[N-UNCOUNT- U2] **Contrast** is the degree of difference between colors or lightness and darkness in something.

- **copy**

[V-T- U11] To **copy** is to produce something that is the same or nearly the same as something else.

- **craft**

[N-COUNT- U13] A **craft** is something that is made skillfully by hand.

- **create**

[V-T- U11] To **create** something is to make or produce something.

- **curved**

[ADJ- U1] If something is **curved**, it is bent or rounded.

- **dark**

[ADJ- U2] If something is **dark**, it produces or contains little or no light.

- **darken**

[V-T- U11] To **darken** something is to add black to something.

- **decorative arts**

[N-PLURAL- U13] **Decorative arts** is a type of applied arts that involves creating functional objects that are aesthetically pleasing.

- **design**

[V-T- U10] To **design** something is to plan how something will be created.

- **desktop**

[N-COUNT- U8] A **desktop** is a large computer that is designed to be used in one place.

- **detail**

[N-COUNT- U12] A **detail** is a small, specific part of something.

- **diagonal**

[ADJ- U1] If something is **diagonal**, it extends from a corner to an opposite corner, usually through the middle of a square or rectangular shape.

- **digital camera**

[N-COUNT- U9] A **digital camera** is a device that takes photographs and stores them electronically.

- **display**

[N-COUNT- U8] A **display** is an area of a monitor that shows information.

- **DPI**

[N-UNCOUNT- U9] **DPI** (dots per inch) is the measurement of the resolution of a computer screen.

- **draw**

[V-T- U10] To **draw** something is to create an image on a surface with a pen, pencil, or other instrument.

- **drawing**

[N-COUNT- U12] A **drawing** is an image that is created on a surface with a pen, pencil, or other instrument.

- **drawing board**

[N-COUNT- U12] A **drawing board** is a large, flat surface that is used for holding paper when drawing or sketching.

- **drop**

[V-T- U10] To **drop** something is to place something in a particular location on a computer screen.

- **dull**

[ADJ- U3] If a color is **dull**, it is not strong or bright.

- **easel**

[N-COUNT- U7] An **easel** is a structure that holds a painting while an artist paints.

- **edit**

[V-T- U10] To **edit** something is to make changes to something in preparation for producing or publishing it.

- **empty**

[ADJ- U5] If something is **empty**, it does not hold or contain anything.

- **enlarge**

[V-T- U10] To **enlarge** something is to make something larger without changing other features or proportions.

- **erase**

[V-T- U10] To **erase** something is to remove marks from a surface.

- **eraser**

[N-COUNT- U6] An **eraser** is a piece of rubber that is used to remove pencil marks from a surface.

- **far**

[ADV- U4] If something is or goes **far** from something, it is a long distance away from that thing.

- **fill in**

[PHRASAL V- U11] To **fill in** something is to put something inside of something else until nothing more will fit.

- **fine arts**

[N-UNCOUNT- U15] **Fine arts** is a type of art that is created for enjoyment rather than practical value.

- **fire**

[V-T- U15] To **fire** something is to heat it at very high temperatures in order to harden it.

- **flow**

[V-I- U5] If something **flow**s, it moves steadily and evenly.

- **function**

[N-COUNT- U13] A **function** is a particular purpose or use of something.

- **glaze**

[N-COUNT- U7] A **glaze** is a liquid substance that dries into a hard, shiny coating.

- **glossy**

[ADJ- U9] If something is **glossy**, it has a surface that is shiny.

- **graphic arts**

[N-UNCOUNT- U14] **Graphic arts** is a category of two-dimensional art forms that are often used to create commercial art.

- **graphite**

[N-UNCOUNT- U12] **Graphite** is a black, shiny mineral that can be used to make the part of a pencil that makes a mark.

- **higher**

[ADJ- U4] If something is **higher** than something else, it is up above that thing.

- **highlight**

[V-T- U11] To **highlight** something is to mark or draw attention to something by adding a noticeable color or feature to it.

- **hue**

[N-COUNT- U3] A **hue** is a type of color, such as red or green.

- **illustrate**

[V-T- U11] To **illustrate** something is to draw pictures for something such as a book.

- **industrial design**

[N-UNCOUNT- U13] **Industrial design** is a type of applied arts that involves applying artistic designs to manufactured or mass-produced products.

- **ink**

[N-UNCOUNT- U6] **Ink** is a colored liquid that is used for marking or writing on something.

- **inkjet printer**

[N-COUNT- U9] An **inkjet printer** is a printer that produces images by spraying ink on paper.

- **intensity**

[N-UNCOUNT- U3] **Intensity** is how strong or forceful something is.

- **jagged**

[ADJ- U5] If something is **jagged**, it has an uneven surface with sharp points.

- **jewelry**

[N-UNCOUNT- U13] **Jewelry** is artistic objects that are worn on the body, such as earrings or necklaces.

- **keyboard**

[N-COUNT- U8] A **keyboard** is a computer accessory with a set of buttons that is used for entering information into a computer.

- **kiln**

[N-COUNT- U7] A **kiln** is a type of oven that gets very hot and is used to harden clay.

- **laptop**

[N-COUNT- U8] A **laptop** is a small computer that can be easily carried and used in different places.

- **laser printer**

[N-COUNT- U9] A **laser printer** is a printer that produces images with a strong, narrow beam of light.

- **light**

[N-UNCOUNT- U2] **Light** is a form of energy, produced by the sun and other sources, that allows the eye to see things.

- **line**

[N-COUNT- U1] A **line** is a long, thin mark along a surface.

- **lithography**

[N-UNCOUNT- U14] **Lithography** is a type of printmaking that involves transferring an image to something from a flat, oily surface.

- **lower**

[ADJ- U4] If something is **lower**, it is below something else.

- **marker**

[N-COUNT- U6] A **marker** is an instrument used for making thick marks with ink.

- **matte**

[ADJ- U9] If something is **matte**, it has a surface that is not shiny.

- **medium**

[N-COUNT- U15] A **medium** is a particular method and set of materials used to create a work of art.

- **monitor**

[N-COUNT- U8] A **monitor** is a part of a computer that contains the screen which shows information.

- **mouse**

[N-COUNT- U8] A **mouse** is a computer accessory that controls the movement of the pointer on the screen and allows the user to make selections.

- **near**

[ADV- U4] If something is **near** something else, it is a short distance away from it.

- **next to**

[PREP- U4] If something is **next to** something else, it is beside or very close to it.

- **offset printing**

[N-UNCOUNT- U14] **Offset printing** is a type of printmaking that involves transferring an image first to a rubber surface from the original plate, then to paper. It is usually used for printing many copies of the same image.

- **oil-based**

[ADJ- U7] If paint is **oil-based**, it is made with a slick substance that cannot be dissolved in water.

- **opaque**

[ADJ- U2] If something is **opaque**, light cannot shine through it.

- **outline**

[N-COUNT- U12] An **outline** is a picture that shows only the basic form of something, without much detail.

- **painting**

[N-COUNT- U15] A **painting** is a two-dimensional piece of art that is made with paint.

- **paper cutter**

[N-COUNT- U6] A **paper cutter** is a device with a long, sharp blade for cutting paper that leaves it with precise, straight edges.

- **parallel**

[ADJ- U4] If lines are **parallel**, they remain the same distance from each other along their entire lengths and do not touch each other.

- **pattern**

[N-COUNT- U5] A **pattern** is a design with a repeated image.

- **pen**

[N-COUNT- U6] A **pen** is an instrument used for writing that marks paper with ink.

- **pencil**

[N-COUNT- U6] A **pencil** is an instrument used for writing that marks paper with a non-permanent impression that is usually gray.

- **piece**

[N-COUNT- U15] A **piece** is a single work of art.

- **pigment**

[N-COUNT- U3] A **pigment** is a material or substance that is used to create a particular color.

- **primary color**

[N-COUNT- U3] A **primary color** is one of the three colors that is used to make other colors. Red, yellow, and blue are the primary colors.

- **print**

[V-T- U11] To **print** something is to produce a physical version of something.

- **printer**

[N-COUNT- U9] A **printer** is a device that transfers images or documents from a computer to paper.

- **printing ink**

[N-UNCOUNT- U14] **Printing ink** is a colored liquid that is used to produce images in printmaking.

- **printmaking**

[N-UNCOUNT- U14] **Printmaking** is an art that involves producing images by transferring ink to paper with plates made out of metal, wood, or other materials.

- **raise**

[V-T- U10] To **raise** something is to put something in a higher position.

- **rectangular**

[ADJ- U1] If something is **rectangular**, it has four straight sides, with each side the same length as the opposite side.

- **reduce**

[V-T- U10] To **reduce** something is to make something smaller without changing other features or proportions.

- **relief printing**

[N-UNCOUNT- U14] **Relief printing** is a type of printmaking that involves applying an image to paper by pressing it against an inked surface with raised lines.

- **reproduce**

[V-T- U11] To **reproduce** is to create something that has the same features or qualities as something else.

- **resolution**

[N-UNCOUNT- U8] **Resolution** is the capability of a screen or image to show sharp details.

- **ruler**

[N-COUNT- U6] A **ruler** is a straight, stiff tool that is used to measure something or to draw a straight line.

- **scanner**

[N-COUNT- U9] A **scanner** is an electronic device that copies images or documents and transfers them onto a computer.

- **scanning area**

[N-COUNT- U9] The **scanning area** is the area on a scanner where an image is copied.

- **scissors**

[N-PL- U6] **Scissors** are two connected blades that slide against each other in order to cut something.

- **screen size**

[N-COUNT- U8] A **screen size** is the diagonal length of a screen from one corner to the opposite corner.

- **screenprinting**

[N-UNCOUNT- U14] **Screenprinting** is a type of printmaking that involves transferring an image to something from a fabric screen.

- **sculpture**

[N-COUNT- U15] A **sculpture** is a three-dimensional piece of art that is made by shaping a material, such as stone or clay.

- **secondary color**

[N-COUNT- U3] A **secondary color** is a color that is created when two primary colors are mixed together. Orange, green, and purple are secondary colors.

- **shade**

[N-COUNT- U3] A **shade** is how light or dark something is.

- **shade**

[N-UNCOUNT- U2] **Shade** is dark space where light is blocked from shining.

- **shade in**

[PHRASAL V- U11] To **shade** something in is to make something darker in certain areas.

- **shape**

[N-COUNT- U1] A **shape** is the physical form or outer line of something.

- **sharp**

[ADJ- U2] If something is **sharp**, its details are easy to see.

- **sketch**

[N-COUNT- U12] A **sketch** is a simple drawing or rough outline of something.

- **sketch**

[V-T- U10] To **sketch** something is to draw something quickly, usually producing a simple or rough outline.

- **sketchpad**

[N-COUNT- U12] A **sketchpad** is a book that contains blank paper and is used to create drawings or sketches.

- **smock**

[N-COUNT- U7] A **smock** is a loose shirt that is worn to protect the clothing underneath from becoming dirty.

- **smooth**

[ADJ- U5] If something is **smooth**, it is even and does not contain any rough or jagged parts.

- **spectrum**

[N-COUNT- U3] The color **spectrum** is the group of all colors, showing primary colors and the range of colors in between that are created by combining them.

- **square**

[ADJ- U1] If something is **square**, it has four straight sides that are all the same length.

- **statue**

[N-COUNT- U15] A **statue** is a sculpture of a person or animal.

- **straight**

[ADJ- U1] If something is **straight**, it extends in one direction and does not turn or bend.

- **stretch**

[V-T- U10] To **stretch** something is to pull the sides of something so that it becomes larger in one direction but not in another.

- **style**

[N-COUNT- U5] A **style** is a particular way that someone does or makes something.

- **tape**

[N-UNCOUNT- U6] **Tape** is thin material with a sticky surface that is used to attach multiple things together.

- **textiles**

[N-PLURAL- U13] **Textiles** is an industry that involves making something with woven fabric.

- **texture**

[N-COUNT- U5] A **texture** is the quality of a surface, such as how smooth or rough it is.

- **thinner**

[N-COUNT- U7] A **thinner** is a product that makes paint flow more smoothly and can also be used to clean paint from brushes and other supplies.

- **three-dimensional**

[ADJ- U15] If something is **three-dimensional**, it extends in three directions and has length, width, and depth.

- **tint**

[V-T- U11] To **tint** something is to add color to something.

- **translucent**

[ADJ- U2] If something is **translucent**, light can shine through it.

- **triangular**

[ADJ- U1] If something is **triangular**, it has three straight sides that may be the same length or different lengths.

- **two-dimensional**

[ADJ- U14] If something is **two-dimensional**, it is flat on a surface.

- **uneven**

[ADJ- U5] If something is **uneven**, its parts are not distributed equally.

- **USB**

[N-COUNT- U9] A **USB** is an electronic device that allows a computer to connect to another device, such as a printer or scanner or external drive.

- **utility**

[N-UNCOUNT- U13] **Utility** is how useful something is.

- **value**

[N-COUNT- U2] A **value** is the amount of light or darkness in something.

- **vibrant**

[ADJ- U3] If a color is **vibrant**, it is very strong or bright.

- **watercolor**

[N-COUNT- U7] A **watercolor** is a thin paint that is made by mixing pigment with water.

- **woodcut**

[N-UNCOUNT- U14] **Woodcut** printing is a type of relief printing that involves transferring an image to something from a carved block of wood.

Book 2

- **2D**

[N-UNCOUNT-U15] **2D** design is a way of displaying something as a flat image on a page.

- **3D**

[N-UNCOUNT-U15] **3D** design is a way of displaying something showing height, width, and depth.

- **A4**

[ADJ-U14] If paper size is **A4**, it is 8.27 inches wide and 11.69 inches long.

- **Abstract Expressionism**

[N-UNCOUNT-U1] **Abstract Expressionism** is an art movement featuring art that is very unrealistic and emphasizes emotional intensity.

- **alignment**

[N-UNCOUNT-U11] **Alignment** is the state of being arranged correctly or evenly.

- **alphabet**

[N-COUNT-U8] An **alphabet** is a set of letters that is used to make up the words of a particular language.

- **angle**

[N-COUNT-U7] An **angle** is a measure of how much a letter tilts to one side.

- **aperture**

[N-COUNT-U3] An **aperture** is a part of a camera that controls how much light enters the lens when a photograph is taken.

- **appearance**

[N-UNCOUNT-U9] **Appearance** is the way something looks or is visually presented.

- **architecture**

[N-UNCOUNT-U15] **Architecture** is the design of buildings.

- **Art Deco**

[N-UNCOUNT-U1] **Art Deco** is an art movement featuring art with well-defined, symmetrical lines and strong contrasts.

- **batch mode**

[N-UNCOUNT-U13] **Batch mode** is a format for entering data into publishing software that requires the user to input a markup language, and does not immediately show the project's final appearance.

- **blur**

[V-T-U5] To **blur** an image is to make lines, edges, and details appear less clear.

- **bold**

[ADJ-U6] If text is **bold**, it is printed in a font with thick lines.

- **CAD**

[N-UNCOUNT-U15] **CAD** (computer aided design) is a form of applied or industrial arts that involves using a computer to create technical designs.

- **camera**

[N-COUNT-U2] A **camera** is a device that stores images on film in order to create a photograph.

- **caps**

[N-UNCOUNT-U6] **Caps** is a setting or style in which all the letters in something are uppercase.

- **center**

[V-T-U11] To **center** something is to place it precisely in the middle of a space.

- **CGM**

[N-COUNT-U4] A **CGM** is a type of vector graphic in a file format that is used in limited industries, which works by storing electronic instructions for constructing an image.

- **character width**

[N-UNCOUNT-U7] **Character width** is a measure of the distance from one side of a letter to the other, in relation to the height.

- **clip art**

[N-UNCOUNT-U13] **Clip art** is graphic content, including pictures and symbols, that is often provided with word processing software.

- **clone**

[V-T-U5] To **clone** a part of an image is to copy it and place it over another part of the image, usually to cover an unwanted area.

- **coding**

[N-UNCOUNT-U10] **Coding** is the process of putting information into a programming or markup language.

- **column**

[N-COUNT-U11] A **column** is a section of a page that extends from top to bottom.

- **comprehensive layout**

[N-COUNT-U13] A **comprehensive layout** is a rough version of a full design that is used for presentation purposes only.

- **content**

[N-UNCOUNT-U9] **Content** is information, such as text or graphics, that is included in something, such as a document or webpage.

- **convert**

[V-T-U14] To **convert** a file is to change it into a different format.

- **crop**

[V-T-U5] To **crop** an image is to remove the edges in order to make it fit in a given space or create a better picture.

- **CSS**

[N-UNCOUNT-U10] **CSS** is a programming language that applies a particular style to basic text in a markup language.

- **Cubism**

[N-UNCOUNT-U1] **Cubism** is an art movement featuring images that are broken up and shown from different angles, removing the sense of realistic depth from the image.

- **desktop publishing**

[N-UNCOUNT-U13] **Desktop publishing** (DTP) is the production of newspapers, magazines, books, or other printed matter by means of a printer linked to a computer.

- **develop**

[V-T-U2] To **develop** film is to use the images that are stored on film to create a photograph.

- **diagram**

[N-COUNT-U15] A **diagram** is a technical drawing for the purpose of showing the parts of something or how something works.

- **digital photography**

[N-UNCOUNT-U3] **Digital photography** is the act of creating pictures with a camera that uses an electronic image sensor.

- **digital zoom**

[N-COUNT-U3] A **digital zoom** is a setting on a camera that makes an image seem closer by taking a small part of a picture and enlarging it.

- **drafting**

[N-UNCOUNT-U15] **Drafting** is the process of drawing designs and diagrams for industries like architecture, engineering, and manufacturing.

- **DSLR**

[ADJ-U3] A **DSLR** (digital single-lens reflex) camera is a more advanced camera that is designed so that the image seen in the viewfinder is the same image that is captured and stored.

- **electronic page**

[N-COUNT-U13] An **electronic page** is a section of content in an electronic document or presentation, similar to a paper page in a physical document.

- **electronic paper**

[N-UNCOUNT-U13] **Electronic paper** is a type of display technology that is designed to mimic the appearance of regular paper and is typically not backlit.

- **engineering**

[N-UNCOUNT-U15] **Engineering** is the design of structures and systems.

- **expanded**

[ADJ-U7] If a font is **expanded**, it has a greater character width than it normally does.

- **exploded view**

[N-COUNT-U15] An **exploded view** is a diagram that shows the parts of something slightly separated from each other so each component is displayed clearly.

- **exposure**

[N-UNCOUNT-U2] **Exposure** is the process of allowing light to enter a camera in order to take a photograph.

- **file format**

[N-COUNT-U4] A **file format** is a standard way to store electronic information that displays an image.

- **film**

[N-UNCOUNT-U2] **Film** is a material that is used in cameras to store an image.

- **find-and-replace**

[N-UNCOUNT-U14] **Find-and-replace** is a function in design and word processing programs that allows a user to quickly locate all the instances of a particular term and change them to something else.

- **flash**

[N-COUNT-U2] A **flash** is a brief bright light that is used to light a subject that is being photographed.

- **focus**

[V-T-U2] To **focus** something is to adjust something, such as a camera lens, so that an image becomes clearer.

- **font**

[N-COUNT-U6] A **font** is a set of letters and symbols that are in a particular style and size.

- **footer**

[N-COUNT-U11] A **footer** is a block of text or other material that is set at the bottom of a page, and often appears on every page if there are multiple pages.

- **format**

[V-T-U6] To **format** something is to change the appearance or style of something without changing the content.

- **FTP**

[N-UNCOUNT-U10] **FTP** is a system for transferring data securely over the Internet, so that only the intended recipient receives it.

- **functionality**

[N-UNCOUNT-U9] **Functionality** is the quality of being useful or having a practical purpose.

- **GIF**

[N-COUNT-U4] A **GIF** is a type of raster graphic in a file format that supports a limited color palette, so it is generally better for saving graphics that do not include photographs. It supports animation.

- **graphic communication**

[N-UNCOUNT-U13] **Graphic communication** is the exchange of information in a visual form using any combination of text, images, and design elements.

- **grid**

[N-COUNT-U12] A **grid** is a pattern of horizontal and vertical lines that provides the structure for a layout.

- **gutter**

[N-COUNT-U12] A **gutter** is the margin between the print of two pages that are bound together.

- **header**

[N-COUNT-U11] A **header** is a block of text or other material that is set at the top of a page, and often appears on every page if there are multiple pages.

- **HTML**

[N-UNCOUNT-U10] **HTML** is a markup language that specifies the format of most webpages.

- **hyperlink**

[N-COUNT-U10] A **hyperlink** is a link on a webpage that can be clicked to open another webpage.

- **illustration**

[N-COUNT-U12] An **illustration** is a drawing or sketch.

- **image sensor**

[N-COUNT-U3] An **image sensor** is a device on a camera that converts an image into an electronic signal.

- **Impressionism**

[N-UNCOUNT-U1] **Impressionism** is an art movement featuring art with freeform brushstrokes, often depicting ordinary scenes with an emphasis on light and movement.

- **Internet**

[N-UNCOUNT-U9] The **Internet** is a worldwide network that allows information to move between computers and other devices.

- **ISO speed**

[N-UNCOUNT-U3] **ISO speed** is the measurement of a camera's sensitivity to light, which affects how well it can capture clear images in different levels of light.

- **italic**

[ADJ-U6] If text is **italic**, it is printed in a font with letters that tilt to one side.

- **item style**

[N-UNCOUNT-U14] **Item style** is a set of formatting instructions for images that ensures design consistency. It often includes features like borders, shapes, colors, and transparency.

- **JavaScript**

[N-UNCOUNT-U10] **JavaScript** is a programming language that is used to control the actions of a computer program or webpage.

- **JPEG**

[N-COUNT-U4] A **JPEG** is a type of raster graphic in a file format that is often used to save photographs and can result in a degraded image when the file is repeatedly compressed and saved.

- **justify**

[V-T-U11] To **justify** something is to distribute parts of something evenly so that the edges are in alignment.

- **kerning**

[N-UNCOUNT-U14] **Kerning** is the measurement of the spacing between letters or characters in text.

- **landscape**

[N-UNCOUNT-U12] **Landscape** is a page orientation in which the page is wider than it is tall.

- **layout**

[N-COUNT-U11] A **layout** is the way the physical parts of something are arranged or organized.

- **LCD**

[N-COUNT-U3] An **LCD** (liquid crystal display) is a flat-screen, low-energy electronic display that is used to show images on devices such as digital cameras.

- **leading**

[N-UNCOUNT-U14] **Leading** is the measurement of the amount of blank space between lines of print.

- **lens**

[N-COUNT-U2] A **lens** is a piece of curved glass that is used to adjust the appearance of something through a camera.

- **letter**

[ADJ-U14] If paper size is **letter**, it is 8.5 inches wide and 11 inches long.

- **lettering**

[N-UNCOUNT-U8] **Lettering** is the style of writing on something.

- **letterpress**

[N-COUNT-U8] A **letterpress** is a printing device that applies ink to paper with a series of metal letter forms.

- **margin**

[N-COUNT-U12] A **margin** is the part of a page that is outside of the printed area.

- **markup language**

[N-COUNT-U10] A **markup language** is a system for displaying a webpage's content and formatting instructions, and is not seen in the final displayed version of the text.

- **master page**

[N-COUNT-U14] A **master page** is a layout that is used as a template for multiple pages in a document, so that each page contains the same design elements.

- **mirrored**

[ADJ-U12] If a two-page layout is **mirrored**, it has a layout in which one page has the reverse design of the other page.

- **model**

[N-COUNT-U15] A **model** is a small or non-functional version of something that has the same features and scaling as the regular version.

- **Modernism**

[N-UNCOUNT-U1] **Modernism** is an art movement featuring art that rejects realism and traditional values.

- **monospaced**

[ADJ-U7] If a font is **monospaced**, its letters each take up an equal amount of space on a page.

- **movement**

[N-COUNT-U1] An art **movement** is a style of art that follows a similar pattern and has similar goals.

- **navigation**

[N-UNCOUNT-U9] **Navigation** is the act of moving from one webpage to another.

- **negative**

[N-COUNT-U2] A **negative** is an image that is stored on film in which light and dark areas appear reversed.

- **Neoclassicism**

[N-UNCOUNT-U1] **Neoclassicism** is an art movement featuring art that is based on styles from ancient Greece and Rome.

- **optical zoom**

[N-COUNT-U3] An **optical zoom** is a setting on a camera that physically extends the lens to make an image seem closer.

- **orientation**

[N-UNCOUNT-U12] **Orientation** is the placement or position of something in relation to other things.

- **ornamental**

[ADJ-U7] If something is **ornamental**, its purpose is to make something more attractive.

- **outline**

[N-COUNT-U6] An **outline** is a font setting in which only the edges of the letters are shown, without color in the middle.

- **overlap**

[V-T-U11] To **overlap** something is to extend over part of something.

- **page layout**

[N-COUNT-U13] A **page layout** is the arrangement of content and design elements on a page.

- **paper size**

[N-COUNT-U14] **Paper size** is the measurement of a paper's width and length.

- **PDF**

[N-COUNT-U14] A **PDF** is a file format for text and images that is easily sent and printed.

- **photo editing**

[N-UNCOUNT-U4] **Photo editing** is the process of changing and manipulating photographic images on a computer.

- **photographer**

[N-COUNT-U2] A **photographer** is someone who uses a camera to create pictures.

- **photography**

[N-UNCOUNT-U2] **Photography** is the act of using a camera to create pictures.

- **Photorealism**

[N-UNCOUNT-U1] **Photorealism** is an art movement featuring art that is designed to look like photography and is very realistic.

- **photorealistic rendering**

[N-COUNT-U15] A **photorealistic rendering** is the process of creating still or moving images that show very realistic representations of actual objects and processes.

- **pixel**

[N-COUNT-U4] A **pixel** is a square of color on a computer screen that is typically one of many that make up an image.

- **PNG**

[N-COUNT-U4] A **PNG** is a type of raster graphic in a file format that is effective for saving photographs and also retains image quality when it is compressed and saved. It does not support animation.

- **point**

[N-COUNT-U6] A **point** is a unit that measures the size of a font.

- **point-and-shoot**

[ADJ-U3] If a camera is **point-and-shoot**, it is a simple camera that is designed so that the image seen in the viewfinder is slightly different from the image that is actually captured and stored.

- **Pop Art**

[N-UNCOUNT-U1] **Pop Art** is an art movement featuring art that uses popular culture and contemporary media as its subjects.

- **portrait**

[N-UNCOUNT-U12] **Portrait** is a page orientation in which the page is taller than it is wide.

- **Postmodernism**

[N-UNCOUNT-U1] **Postmodernism** is an art movement featuring art that blends contemporary styles with traditional styles and emphasizes functional art or applied arts.

- **print**

[N-COUNT-U13] A **print** is a paper copy of a design or of text.

- **programming language**

[N-COUNT-U10] A **programming language** is a system of communication that tells a computer what to do, usually involving how to process or display information from a markup language.

- **proportional**

[ADJ-U7] If something is **proportional**, it is related to the relationship between different dimensions of something, such as its length and width.

- **publish**

[V-T-U13] To **publish** something is to produce and issue it either over the Internet or on paper.

- **QR code**

[N-COUNT-U10] A **QR code** is a type of barcode that is used to store electronic information about something, such as a webpage.

- **raster graphic**

[N-COUNT-U4] A **raster graphic** is an image that is made up of a fixed set of pixels, so the image can appear to be a series of squares when it is enlarged.

- **recompose**

[V-T-U5] To **recompose** an image is to rearrange certain parts of an image while leaving other parts unaffected.

- **red eye**

[N-UNCOUNT-U5] **Red eye** is a photographic effect in which the pupils of photographic subjects appear red.

- **reflex mirror**

[N-COUNT-U3] A **reflex mirror** is a reflective part inside a camera that allows a photographer to look through the viewfinder and see what will be photographed.

- **relative**

[ADJ-U12] If something is **relative** to something else, it refers to the comparison or relationship of something with the other thing.

- **resize**

[V-T-U5] To **resize** an image is to make it larger or smaller.

- **retouch**

[V-T-U5] To **retouch** an image is to improve its appearance by adding, removing, or changing features.

- **Roman type**

[N-UNCOUNT-U7] **Roman type** is the regular version of a font or typeface that is not bold, thin, or italic.

- **Romanticism**

[N-UNCOUNT-U1] **Romanticism** is an art movement featuring art that emphasizes emotional responses, such as fear and awe.

- **row**

[N-COUNT-U11] A **row** is a section of a page that extends from left to right.

- **sans-serif**

[ADJ-U7] If a font is **sans-serif**, its letters have plain tips, without additional small lines.

- **scaling**

[N-UNCOUNT-U5] **Scaling** is the process of making something larger or smaller without changing the relationships between the different parts or dimensions.

- **script**

[N-UNCOUNT-U7] **Script** is writing in which letters of the same word are connected to each other.

- **SD card**

[N-COUNT-U3] An **SD card** is an electronic memory device that stores digital information, such as photographs.

- **search engine**

[N-COUNT-U9] A **search engine** is a computer program that is used to locate information on the Internet.

- **serif**

[ADJ-U7] If a font is **serif**, it has small lines at the tips of its characters.

- **set**

[V-T-U8] To **set** something is to put something in a particular position.

- **shadow**

[N-COUNT-U6] A **shadow** is a dark shape that appears where an object blocks the light, or an image that produces a similar appearance.

- **sharpen**

[V-T-U5] To **sharpen** an image is to make lines, edges, and details appear clearer or more defined.

- **shoot**

[V-T-U2] To **shoot** something is to take a picture of something with a camera.

- **shutter speed**

[N-UNCOUNT-U2] **Shutter speed** is the length of time that light enters a camera while a photograph is taken, and affects the way that changes in light or movement appear in the photograph.

- **sidebar**

[N-COUNT-U11] A **sidebar** is a block of text or other material that is set apart from the main body of the page.

- **software**

[N-UNCOUNT-U15] **Software** is a program that performs a particular function or series of functions on a computer.

- **spread**

[N-COUNT-U12] A **spread** is a layout that covers two or more pages, usually across two pages that face each other in a bound publication.

- **stamp**

[V-T-U5] To **stamp** something is to impress a pattern or mark on something.

- **stationery**

[N-UNCOUNT-U8] **Stationery** is supplies, such as ink and paper, that are used to produce written material.

- **straighten**

[V-T-U5] To **straighten** an image is to adjust it so that its edges are aligned with the edges of the larger page.

- **strikethrough**

[N-COUNT-U6] A **strikethrough** is a continuous, horizontal line through the center of something.

- **style sheet**

[N-COUNT-U14] A **style sheet** is a set of formatting instructions for text that ensures design consistency. It often includes features like font, kerning, and text color.

- **subscript**

[N-UNCOUNT-U6] **Subscript** is a setting or style in which a letter, number, or symbol is printed below and to the side of another, and is usually smaller.

- **superscript**

[N-UNCOUNT-U6] **Superscript** is a setting or style in which a letter, number, or symbol is printed above and to the side of another, and is usually smaller.

- **Surrealism**

[N-UNCOUNT-U1] **Surrealism** is an art movement featuring art that depicts vivid and surprising images or unusual objects together.

- **SVG**

[N-COUNT-U4] An **SVG** is the most common type of vector graphic in a file format, is often used on websites, and does not lose image quality when it is enlarged or compressed.

- **technical drawing**

[N-COUNT-U15] A **technical drawing** is a precise, realistic drawing of something.

- **template**

[N-COUNT-U11] A **template** is a pattern or document that is used as the basic form of many other documents.

- **text**

[N-UNCOUNT-U12] **Text** is written material.

- **thumbnail**

[N-COUNT-U5] A **thumbnail** is a very small version of a picture on a computer screen.

- **TIFF**

[N-COUNT-U4] A **TIFF** is a type of raster graphic in a file format that retains an image well when it is compressed and saved, but is not available on a wide variety of devices.

- **trim**

[N-COUNT-U5] A **trim** is the final cut of a page.

- **tripod**

[N-COUNT-U2] A **tripod** is a support stand with three legs that is used to hold a camera.

- **type**

[N-UNCOUNT-U8] **Type** is writing that is printed mechanically or electronically.

- **type design**

[N-UNCOUNT-U8] **Type design** is the process of developing and producing a typeface.

- **type family**

[N-COUNT-U8] A **type family** is a group of typefaces with the same design, but may vary in weight, angle, or width.

- **type foundry**

[N-COUNT-U8] A **type foundry** is a company that creates and distributes typefaces.

- **typeface**

[N-COUNT-U8] A **typeface** is a set of letters that have a particular shape and appearance.

- **underline**

[V-T-U6] To **underline** something is to put a continuous line underneath something.

- **usability**

[N-UNCOUNT-U9] **Usability** is a measure of how easily something can be used.

- **vector graphic**

[N-COUNT-U4] A **vector graphic** is an image that is made up of vectors, or a series of straight lines, curved lines, and points. This allows the image to appear clear when it is enlarged.

- **visibility**

[N-UNCOUNT-U9] **Visibility** is a measure of how quickly and easily a website can be located.

- **web content management system**

[N-COUNT-U10] A **web content management system** is software that allows people to create and manage webpages without extensive knowledge of programming and markup languages.

- **web design**

[N-UNCOUNT-U9] **Web design** is the process of planning the appearance and function of a website.

- **web development**

[N-UNCOUNT-U9] **Web development** is the technical process of building a website.

- **webpage**

[N-COUNT-U9] A **webpage** is a particular page on a website, with its own unique web address.

- **website**

[N-COUNT-U9] A **website** is a part of the Internet that includes information about a particular person, business, or other subject, and usually contains multiple connected webpages.

- **website wireframe**

[N-COUNT-U10] A **website wireframe** is a framework or outline of a website's layout and navigational systems.

- **weight**

[N-UNCOUNT-U7] **Weight** is the measure of how thick letters are in relation to their height.

- **white balance**

[N-UNCOUNT-U3] **White balance** is the adjustment of colors in a photograph so that white areas do not take on inaccurate tints.

- **WYSIWYG**

[ADJ-U13] If a document is **WYSIWYG** (what you see is what you get), it is represented on a computer screen exactly as it will appear on paper.

- **XHTML**

[N-UNCOUNT-U10] **XHTML** is a family of markup languages that are extended or advanced versions of HTML.

- **XSL**

[N-UNCOUNT-U10] **XSL** is a programming language that is used to transfer certain types of formatting into readable forms.

Book 3

- **3D modeling**

[N-UNCOUNT-U8] **3D modeling** is a process which allows video game designers to represent three-dimensional objects on a screen.

- **abstract**

[ADJ-U4] If something is **abstract**, it has little or no narrative content.

- **accessory**

[N-COUNT-U14] An **accessory** is a decorative fashion item that is not a necessary article of clothing.

- **ad space**

[N-UNCOUNT-U11] **Ad space** is open space in a publication or broadcast that companies can purchase to show advertisements.

- **advertising**

[N-UNCOUNT-U11] **Advertising** is the act of publishing announcements designed to call attention to a product, service, or idea.

- **agency**

[N-COUNT-U11] An advertising **agency** is a company that creates and implements advertising for other companies.

- **album cover**

[N-COUNT-U7] An **album cover** is the front of the packaging of an LP or CD.

- **animated**

[ADJ-U15] If media is **animated**, it means it contains moving pictures that are drawn rather than photographed.

- **animation**

[N-COUNT-U4] An **animation** is a moving image that can be narrative or abstract.

- **animator**

[N-COUNT-U8] An **animator** is a designer who designs the movement for characters and other elements in a video game.

- **apprentice**

[N-COUNT-U1] An **apprentice** is a person who agrees to work at a low wage or at no cost in order to learn the skills of a trade.

- **arcade**

[N-COUNT-U8] An **arcade** is a business that runs a variety of coin-operated games.

- **art director**

[N-COUNT-U5] An **art director** is the person who manages the overall design of a publication as well as the design department of the publication.

- **backdrop**

[N-COUNT-U13] A **backdrop** is the texture, color, or overall look of the walls or other background objects in an interior.

- **background artist**

[N-COUNT-U8] A **background artist** is a designer who creates and designs video game background scenery.

- **banner**

[N-COUNT-U12] A **banner** is a temporary display usually made of fabric or another soft material.

- **billboard**

[N-COUNT-U11] A **billboard** is a large sign visible from the road that is available for advertisements.

- **binding**

[N-COUNT-U10] A **binding** is a covering that holds the pages of a book together.

- **booklet**

[N-COUNT-U7] A **booklet** is a small book typically packaged with CDs that contains information about the CD.

- **boxed set**

[N-COUNT-U7] A **boxed set** is a collection of several CDs that are packaged together into one box and often come with additional booklets or other promotional material.

- **brand**

[N-COUNT-U11] A **brand** is a unique name or identifying feature that distinguishes the products of one company from any other.

- **branding**

[N-UNCOUNT-U6] **Branding** is the practice of using consistent design elements to create a cohesive and recognizable style for all of a corporation's documents and printed goods.

- **broadcast design**

[N-UNCOUNT-U4] **Broadcast design** is the art of designing station identifiers, logos, titles, and other media for use on television.

- **bumper**

[N-COUNT-U4] A **bumper** is a short promotional sequence designed to run between two television programs.

- **business card**

[N-COUNT-U6] A **business card** is a small document printed with a person's name, contact information, and business logo.

- **campaign**

[N-COUNT-U11] An advertising **campaign** is a collection of advertisements that are focused around one central theme.

- **CD**

[N-COUNT-U7] A **CD** (compact disc) is a circular plastic disc on which albums are recorded and released.

- **character artist**

[N-COUNT-U8] A **character artist** is a designer who designs and draws characters for a video game.

- **chart**

[N-COUNT-U9] A **chart** is a means of organizing information visually in the form of a table, diagram, or other system.

- **clarity**

[N-UNCOUNT-U9] **Clarity** is the quality of being clear or easily understood.

- **clutter**

[N-UNCOUNT-U9] **Clutter** is a collection of elements that make something appear messy or difficult to understand.

- **collateral**

[ADJ-U15] If information is **collateral**, it is supplementary to the primary document.

- **collectible**

[N-COUNT-U7] A **collectible** is an item that is considered valuable by collectors or by people who enjoy a particular subject or art form.

- **collection**

[N-COUNT-U14] A fashion **collection** is a set of garments or accessories that are produced at the same time and usually designed around a central theme.

- **commercial**

[ADJ-U13] If a space is **commercial**, it is designed for business purposes.

- **commercial**

[N-COUNT-U11] A **commercial** is a recorded advertisement for television or radio.

- **commission**

[N-COUNT-U3] A **commission** is a job that a company does for a client, usually for a set fee that is agreed upon in advance.

- **complement**

[N-COUNT-U15] A **complement** is a design facet that combines with another to create a cohesive whole.

- **concept artist**

[N-COUNT-U8] A **concept artist** is a designer who develops the overall ideas for characters and settings in a video game.

- **concise**

[ADJ-U6] If something is **concise**, it is able to communicate a lot of information with just a few words or images.

- **console**

[N-COUNT-U8] A **console** is the physical component of a home video game system.

- **construction**

[N-UNCOUNT-U13] **Construction** is the process of building, usually homes or commercial spaces.

- **continuing education**

[N-UNCOUNT-U2] **Continuing education** is education consisting primarily of short-term or part-time courses provided for adults who are no longer enrolled in formal education.

- **coordinated**

[ADJ-U12] If a group of people are **coordinated**, they work well together and have a common purpose.

- **copywriter**

[N-COUNT-U11] A **copywriter** is the person in charge of writing the text or slogan for an advertising campaign.

- **corporate identity**

[N-COUNT-U6] A corporation's **corporate identity** is a combination of color schemes, designs, words, etc., that a firm uses to make a visual statement about itself and its business philosophy.

- **corporate philosophy**

[N-COUNT-U6] A **corporate philosophy** is a set of missions and values determined as goals and standards by a corporation.

- **corporation**

[N-COUNT-U6] A **corporation** is a legal entity set up for commercial processes.

- **creative director**

[N-COUNT-U11] A **creative director** is the person in charge of the artistic aspect of an advertising campaign.

- **customer**

[N-COUNT-U6] A **customer** is someone who buys a product or service from a company.

- **deadline**

[N-COUNT-U5] A **deadline** is the date or time by which work needs to be completed.

- **design management**

[N-UNCOUNT-U2] **Design management** is a means by which creative processes are controlled and supported in a business environment.

- **digital media**

[N-UNCOUNT-U15] **Digital media** is media stored electronically in a discontinuous format.

- **diploma**

[N-COUNT-U1] A **diploma** is a degree conferred to indicate that a student has completed a given course of study.

- **direct**

[V-T-U12] To **direct** people means to show them which way to go.

- **draft**

[V-T-U13] To **draft** something is the process of drawing a detailed plan for a project.

- **draping**

[N-UNCOUNT-U14] **Draping** is the process of pinning fabric together on a mannequin to create a working model of a garment.

- **editorial**

[N-COUNT-U5] An **editorial** is an article that is representative of the opinion of the author.

- **emblematic**

[ADJ-U7] If an album cover is **emblematic**, it represents, either literally or symbolically, the album it accompanies.

- **environmental design**

[N-UNCOUNT-U12] **Environmental design** is the process of planning and creating man-made features to complement the existing natural or man-made environment.

- **equivalency**

[N-UNCOUNT-U2] **Equivalency** is an alternative means of fulfilling a given course or degree requirement.

- **exhibition**

[N-COUNT-U12] An **exhibition** is an organized event at which items or demonstrations of skill are presented to the public.

- **fashion designer**

[N-COUNT-U14] A **fashion designer** is a person who conceptualizes and creates fashion items.

- **firm**

[N-COUNT-U3] A **firm** is a design company that is more business-oriented or multidisciplinary than a design studio.

- **fixture**

[N-COUNT-U13] A **fixture** is a permanent, immovable part of an interior, usually part of the lighting or plumbing.

- **flyer**

[N-COUNT-U11] A **flyer** is a form of small printed advertisement that is posted in prominent places or delivered by hand to consumers.

- **flying logo**

[N-COUNT-U4] A **flying logo** is a network identifier that has been animated.

- **formula**

[N-COUNT-U6] A **formula** is a convention which indicates designated areas for content and graphics in corporate design.

- **foundation year**

[N-UNCOUNT-U1] A **foundation year** is a year in which students sample many types of design and art forms.

- **freelancer**

[N-COUNT-U3] A **freelancer** is a worker who is hired as temporary staff or on a job-by-job basis.

- **frequency**

[N-UNCOUNT-U5] **Frequency** is the rate at which a publication is published.

- **full-time faculty**

[N-COUNT-U2] **Full-time faculty** are faculty members whose full-time job is teaching.

- **functional**

[ADJ-U12] If a design is **functional**, it was planned with practical use in mind.

- **furniture**

[N-UNCOUNT-U13] **Furniture** is moveable items that serve a functional and decorative purpose, such as chairs, tables, and desks.

- **garment**

[N-COUNT-U14] A **garment** is an item of clothing.

- **generalist**

[N-COUNT-U3] A **generalist** is a worker who is hired for various jobs.

- **genre**

[N-COUNT-U7] A **genre** is a category of music characterized by similarities in style or content.

- **graduate**

[ADJ-U2] If a student is a **graduate** student, he or she has completed an undergraduate degree and chosen to continue their education to earn a graduate degree such as a doctorate or a master's degree.

- **graph**

[N-COUNT-U9] A **graph** is a means of conveying information in the form of an organized diagram.

- **graphics editor**

[N-COUNT-U5] A **graphics editor** is a worker who is responsible for producing information graphics such as charts, graphs, or maps.

- **grid**

[N-COUNT-U6] A **grid** is an established layout which corporate designers use to create stationery, business cards, and other documents for a company.

- **haute couture**

[N-UNCOUNT-U14] **Haute couture** is a kind of fashion where items are custom-made for an individual, using the highest quality materials and highly skilled workers.

- **house style**

[N-COUNT-U10] A **house style** is a company's preferred layout for its publications.

- **illustrator**

[N-COUNT-U10] An **illustrator** is a person who draws or designs images and pictures for publications.

- **information flow**

[N-UNCOUNT-U9] **Information flow** is the way information is presented or organized that affects how easily it is understood.

- **information graphics**

[N-COUNT-U9] **Information graphics** are visual representations of knowledge or data for the purposes of communicating information.

- **informative**

[ADJ-U12] If a sign is **informative**, it means that it conveys information.

- **interactive**

[ADJ-U15] If a design is **interactive**, it means it will respond to the input of a user.

- **interface**

[N-COUNT-U15] An **interface** is the system through which a user interacts with a program or web page.

- **interior**

[N-COUNT-U10] An **interior** is the part of a book that includes the pages and inside covers.

- **interior decorator**

[N-COUNT-U13] An **interior decorator** is a person who plans the moveable aesthetic components of an interior, such as color, furnishings, and window treatments.

- **interior designer**

[N-COUNT-U13] An **interior designer** is a person who plans the overall look and structure of an interior, such as wall and window placement.

- **international style**

[N-UNCOUNT-U9] **International style** is a style of informative design that favors the use of few typefaces and grids and is based on mathematical proportions.

- **internship**

[N-COUNT-U1] An **internship** is a temporary job in which students can gain practical work experience.

- **jacket**

[N-COUNT-U10] A **jacket** is the outside or wrapping that goes around a book.

- **jewel box**

[N-COUNT-U7] A **jewel box** is a square plastic case in which CDs are packaged.

- **journalism**

[N-UNCOUNT-U5] **Journalism** is the practice of writing or editing for the purposes of publishing a periodical.

- **junior designer**

[N-COUNT-U5] A **junior designer** is a worker who is responsible for creating the design components of a publication, including features, columns, and inserts.

- **kinetic**

[ADJ-U4] If an image is **kinetic,** it is an image that has motion.

- **kiosk**

[N-COUNT-U12] A **kiosk** is a small desk or display structure where people can purchase goods or get information.

- **liberal arts**

[N-UNCOUNT-U1] **Liberal arts** is an area of academic study that is knowledge-based and distinct from technical studies.

- **lighting**

[N-UNCOUNT-U13] **Lighting** is the arrangement of light sources within a design.

- **liner notes**

[N-COUNT-U7] **Liner notes** are collections of information found in a CD booklet or on an album cover, usually listing the artist, producer, lyrics, and other information about the CD.

- **link**

[N-COUNT-U15] A **link** is a connection or reference point that users can follow to another document such as a web page.

- **logo**

[N-COUNT-U6] A **logo** is a symbol which identifies a company clearly, instantaneously, and memorably.

- **LP**

[N-COUNT-U7] An **LP** (long-play) is a grooved disc that is larger than a CD and is used to play music on a phonograph.

- **magazine**

[N-COUNT-U5] A **magazine** is a periodical that comes out on a weekly or monthly basis and focuses on a particular subject.

- **map**

[N-COUNT-U9] A **map** is a graphic representation of geographical data.

- **mass-market**

[N-COUNT-U14] The **mass-market** is the general public, to whom products are sold in large numbers at low prices.

- **mass-market**

[ADJ-U10] If a book is **mass-market**, it is printed in a small paperback edition, usually cheaply and in high volumes.

- **mobile gaming**

[N-UNCOUNT-U8] **Mobile gaming** is a format of video gaming which can be played on cell phones or other mobile devices.

- **motion**

[N-UNCOUNT-U4] **Motion** design is the discipline practiced by designers who create moving graphics either for titles or for graphic elements.

- **motion capture**

[N-UNCOUNT-U8] **Motion capture** is a technique in which actors wear special suits that capture their movements in a way that can be used to animate digital characters in video games or movies.

- **multimedia**

[N-UNCOUNT-U1] **Multimedia** is a design platform that exists beyond a webpage or printed page, such as television, film, and video.

- **narrative**

[ADJ-U4] If something is **narrative**, it follows a logical sequence according to a story.

- **navigation system**

[N-COUNT-U15] A **navigation system** is the system by which users can locate information within a web page or program.

- **newspaper**

[N-COUNT-U5] A **newspaper** is a publication that is published daily, weekly, or monthly, and focuses on news.

- **niche**

[N-COUNT-U11] A **niche** is a specially targeted market for advertising, such as people of a certain profession or age range.

- **optical house**

[N-COUNT-U4] An **optical house** is a studio of designers who create titles and trailers.

- **ordinance**

[N-COUNT-U12] An **ordinance** is a municipal law or regulation.

- **packaging**

[N-UNCOUNT-U7] **Packaging** is any material used to wrap or protect goods.

- **partnership**

[N-COUNT-U3] A **partnership** is a group of two or more individuals who agree to work together.

- **part-time faculty**

[N-COUNT-U2] **Part-time faculty** are faculty members who teach part time but work full time in the design industry.

- **pattern**

[N-COUNT-U14] A **pattern** is a paper template from which pieces of material are cut.

- **period**

[ADJ-U13] If something is **period**, it is related to design styles from a particular segment of history.

- **periodical**

[N-COUNT-U5] A **periodical** is any printed publication that is published on a regular basis.

- **pictorial sign symbol**

[N-COUNT-U9] A **pictorial sign symbol** is an easily recognizable icon used in graphic design to represent a simple concept.

- **placement**

[N-UNCOUNT-U1] **Placement** is the act of assigning a student to an internship or apprenticeship.

- **polygon**

[N-COUNT-U8] A **polygon** is a basic shape which is used as a building element in digital video game design.

- **portfolio**

[N-COUNT-U1] A **portfolio** is a collection of completed works by a student intended to represent a student's talent and skill.

- **prerequisite**

[N-COUNT-U2] A **prerequisite** is a course that must be completed before admission to a program or class.

- **print ad**

[N-COUNT-U11] A **print ad** is an advertisement in a newspaper or magazine.

- **printing**

[N-UNCOUNT-U1] **Printing** is the means of production by which paper designs are published.

- **professional**

[ADJ-U10] If a book is **professional**, it is designed for an audience in a particular job or industry.

- **promotional**

[ADJ-U3] If material is **promotional**, it is designed and distributed with the purpose of advertising a company, product, or service.

- **proprietor**

[N-COUNT-U3] A **proprietor** is a person who owns a design firm.

- **public**

[ADJ-U12] If an area is **public**, it is open to everyone.

- **publication**

[N-COUNT-U5] A **publication** is a printed or digital newspaper, magazine, or other type of periodical.

- **publishing**

[N-UNCOUNT-U10] **Publishing** is the art of designing, printing, binding, and marketing a book or other publication.

- **ready-to-wear**

[N-UNCOUNT-U14] **Ready-to-wear** is a kind of fashion where a small number of items are made from high quality materials and by highly skilled workers, but not custom tailored for an individual.

- **record label**

[N-COUNT-U7] A **record label** is a company that oversees the recording and production of music albums.

- **reel**

[N-COUNT-U4] A **reel** is a portfolio of film or television work.

- **referral**

[N-COUNT-U3] A **referral** is the act of directing a client to a design studio or firm that can satisfy the needs of a project.

- **residential**

[ADJ-U13] If a space is **residential**, it is designed to be a private home.

- **revise**

[V-T-U15] To **revise** something is to update or change it.

- **runway show**

[N-COUNT-U14] A **runway show** is a formal exhibit of a fashion collection in which models walk down a catwalk wearing items from the collection.

- **seminar**

[N-COUNT-U2] A **seminar** is a course taught on a specific topic that generally has a smaller class size than lectures.

- **sign**

[N-COUNT-U12] A **sign** is a display that has text or symbols to convey information.

- **sole proprietorship**

[N-COUNT-U3] A **sole proprietorship** is a type of business which is owned and operated by an individual.

- **specialist**

[N-COUNT-U3] A **specialist** is a worker who is hired to work in a specific area of an industry.

- **specialty**

[N-COUNT-U2] A **specialty** is a specific concentration within a program of study.

- **staffer**

[N-COUNT-U3] A **staffer** is an employee who works regularly for a company and is paid a salary.

- **standards manual**

[N-COUNT-U6] A **standards manual** is a guide that tells what layouts, typefaces, and colors should be used in designs for a specific company.

- **statistic**

[N-COUNT-U9] A **statistic** is a piece of information that is expressed as numerical data.

- **structural**

[ADJ-U13] If part of a design is **structural**, it means it provides support and generally cannot be moved without affecting the integrity of the building.

- **studio**

[N-COUNT-U3] A **studio** is where a group of designers work together.

- **stylist**

[N-COUNT-U14] A **stylist** is a person who selects garments and accessories to be worn by models in photographs and runway shows.

- **technology**

[N-UNCOUNT-U2] **Technology** is the hardware and software required to complete digital design projects.

- **textbook**

[N-COUNT-U10] A **textbook** is a book that provides technical information and is used in educational environments.

- **textile designer**

[N-COUNT-U14] A **textile designer** is a person who designs the weave and pattern of materials from which fashion items are made.

- **texture artist**

[N-COUNT-U8] A **texture artist** is a designer whose job is to add detail and texture to the surfaces of 3D art in video games.

- **theory**

[N-UNCOUNT-U1] Design **theory** is an understanding of what design is used for and how it functions.

- **thesis**

[N-COUNT-U2] A **thesis** is a research project, which is usually the final degree requirement for a graduate degree.

- **time-based media**

[N-UNCOUNT-U15] **Time-based media** is media in which time is a necessary dimension, such as audio or video.

- **title**

[N-COUNT-U4] A **title** is the sequence preceding or following a movie or television show.

- **trade**

[ADJ-U10] If a book is **trade**, it is published by a commercial publisher and intended to appeal to a general readership.

- **trademark**

[N-COUNT-U6] A **trademark** is a unique logo that represents a company.

- **traditional**

[ADJ-U1] If a course of study is **traditional**, it allows students to work on design projects manually as well as digitally.

- **trailer**

[N-COUNT-U4] A **trailer** is a short film intended to promote a television show or a movie.

- **tuition**

[N-UNCOUNT-U2] **Tuition** is the money charged by a school for instruction.

- **typography**

[N-UNCOUNT-U10] **Typography** is the style and appearance of text in printed matter.

- **undergraduate**

[N-COUNT-U1] An **undergraduate** is a student who is working towards earning his or her bachelor's degree.

- **utility**

[N-UNCOUNT-U9] **Utility** is the extent to which something is useful or informative.

- **video game**

[N-COUNT-U8] A **video game** is a game played electronically on a television screen or other digital display.

- **virtual**

[ADJ-U15] If content is **virtual**, it exists only as electronic data.

- **visual organization**

[N-UNCOUNT-U9] **Visual organization** is the means by which information is placed on a page in order to be appealing and easy to understand.

- **wayfinding**

[N-UNCOUNT-U12] **Wayfinding** is the process of using signage to help people orient themselves in an environment.

- **wireless**

[ADJ-U15] If a device is **wireless**, it means it can communicate with other devices without needing a physical connection.

- **workshop**

[N-COUNT-U2] A **workshop** is an intensive course of a short duration intended to address a specific topic.

Audio Files for Occupation Fashion Designer

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