Curriculum Development in Vocational Education and Training Schools

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Annex 27

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

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 "Carpenter" 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 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 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.

	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.
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 • 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 Architecture, Express Publishing, 2022** Book 1 Exercise 5, 6 and 7 from Unit 8 Basic Math, p. 18 – 19 Book 1 Exercise 5, 6 and 7 from Unit 9 Measurements 1, p. 20 – 21 Book 1 Exercise 5, 6 and 7 from Unit 10 Measurements 2, p. 22 – 23 **From Computing, Express Publishing, 2022** Book 1 Exercise 5, 6 and 7 from Unit 1 Types of Computers, p. 4 – 5 Book 1 Exercise 5, 6 and 7 from Unit 2 Monitors, p. 6 – 7 Book 1 Exercise 5, 6 and 7 from Unit 3 Keyboards, p. 8 – 9 Book 1 Exercise 5, 6 and 7 from Unit 4 Mice, p. 10 – 11 **From Carpentry, Oxford UP** Unit 1 – Unit 8
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 Architecture, Express Publishing, 2022** Book 1 Exercise 2, 3 and 4 from Unit 8 Basic Math, p. 18 – 19 Book 1 Exercise 2, 3 and 4 from Unit 9 Measurements 1, p. 20 – 21 Book 1 Exercise 2, 3 and 4 from Unit 10 Measurements 2, p. 22 – 23

	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).	**From Computing, Express Publishing, 2022** Book 1 Exercise 2, 3 and 4 from Unit 1 Types of Computers, p. 4 – 5 Book 1 Exercise 2, 3 and 4 from Unit 2 Monitors, p. 6 – 7 Book 1 Exercise 2, 3 and 4 from Unit 3 Keyboards, p. 8 – 9 Book 1 Exercise 2, 3 and 4 from Unit 4 Mice, p. 10 – 11 **From Carpentry, Oxford UP** Unit 1 – Unit 8
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 Architecture, Express Publishing, 2022** Book 1 Exercise 1, 7 and 8 from Unit 8 Basic Math, p. 18 – 19 Book 1 Exercise 1, 7 and 8 from Unit 9 Measurements 1, p. 20 – 21 Book 1 Exercise 1, 7 and 8 from Unit 10 Measurements 2, p. 22 – 23 **From Computing, Express Publishing, 2022** Book 1 Exercise 1, 7 and 8 from Unit 1 Types of Computers, p. 4 – 5 Book 1 Exercise 1, 7 and 8 from Unit 2 Monitors, p. 6 – 7 Book 1 Exercise 1, 7 and 8 from Unit 3 Keyboards, p. 8 – 9

		➢ 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.	Book 1 Exercise 1, 7 and 8 from Unit 4 Mice, p. 10 – 11 **From Carpentry, Oxford UP** Unit 1 – Unit 8
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 Architecture, Express Publishing, 2022** Book 1 Exercise 9 from Unit 8 Basic Math, p. 18 – 19 Book 1 Exercise 9 from Unit 9 Measurements 1, p. 20 – 21 Book 1 Exercise 9 from Unit 10 Measurements 2, p. 22 – 23 **From Computing, Express Publishing, 2022** Book 1 Exercise 9 from Unit 1 Types of Computers, p. 4 – 5 Book 1 Exercise 9 from Unit 2 Monitors, p. 6 – 7 Book 1 Exercise 9 from Unit 3 Keyboards, p. 8 – 9 Book 1 Exercise 9 from Unit 4 Mice, p. 10 – 11 **From Carpentry, Oxford UP** Unit 1 – Unit 8

Teaching/learning contents (guide lines) – Carpenter, 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
TECHNICAL DRAWING	**From Architecture, Express Publishing, 2022** Book 1 Unit 8 Basic Math, p. 18 – 19 Book 1 Unit 9 Measurements 1, p. 20 – 21 Book 1 Unit 10 Measurements 2, p. 22 – 23	
COMPUTER AIDED DRAWING	**From Computing, Express Publishing, 2022** Book 1 Unit 1 Types of Computers, p. 4 – 5 Book 1 Unit 2 Monitors, p. 6 – 7 Book 1 Unit 3 Keyboards, p. 8 – 9 Book 1 Unit 4 Mice, p. 10 – 11	
FURNITURE MAKING TECHNIQUES	**From Carpentry, Oxford UP** Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8	

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 – Carpenter, Grade 9

From Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Book 1	
	8	Basic Math	Reading a letter (true/false statements)	average, come to, divide by, equal, hundred, less, minus, multiply by, plus, times	
	9	Measurements 1	Reading a textbook chapter (true/false statements)	acre, cubic foot, cubic inch, foot, imperial, inch, ounce, pound, ton, yard	
	10	Measurements 2	Reading a textbook chapter (true/false statements)	centimeter, cubic centimeter, cubic meter, gram, hectare, kilogram, liter, meter, metric, tonne	

From Computing, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases

		Book 1		
1	Types of Computers	Reading a magazine article (multiple choice questions)	computer, desktop computer, laptop, notebook, personal computer, portable, processing power, server, tablet, workstation	
2	Monitors	Reading an article (multiple choice questions)	aspect ratio, contrast, display, HD, LCD, LED, monitor, resolution, response time, screen	
3	Keyboards	Reading a blog post (filling in the gaps)	Alt key, Caps Lock, Control key, diacritical mark, function key, keyboard, numeric keypad, QWERTY, Shift key, type	
4	Mice	Reading a product listing (multiple choice questions)	ball mouse, click, button, cordless, laser mouse, LED mouse, mouse, scroll wheel, scrolling, USB	

From Carpentry, Oxford UP

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	1			combination square smoothing plane rasp planer glue gun bradawl mitre box marking gauge pincers hammer chisel clamp square routers coping saw plane level protractor tape	
	2			flush counter sink chalk bolster dado panel studwall	

3			dowel mortise and tenon halving bridle dovetail mortise mitre tenon groove comb dovetail tongue lap box butt	
4			hold countersink wood split nails ideal wood square thickness pieces hammer mitred wood veneer plain wood warping glued grain	
5			gable wall studs rafter ceiling joist ridge double plate	
6			filters ventilation collection extraction vacuum compressed banister landing closed stringer newel post guard handrail	
7			architrave cantilever beading crossgrain dormer dowel finial jamb rebate rail keyless chuck trigger handle chuck jaws clutch battery forward/reverse switch speed switch floorboards struts metal support suspended joist	
8			iron lever cap mouth chipbreaker tote lateral adjustment lever depth adjustment knob depth adjustment screw frog knob handle mouth sole cutter pitch iron regulator body crosspin toe screw spring	

Resource for distribution of the teaching/learning content – Carpenter, 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 Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				Book 1			
	8	Basic Math	Reading a letter (true/false statements)	Listening to a conversation between an architect's assistant and an architect (multiple choice questions); Completing a conversation	Acting out a dialogue between an architect's assistant and an architect	Completing a building plan summary	
	9	Measurements 1	Reading a textbook chapter (true/false statements)	Listening to a conversation between an architect and a client (multiple choice questions);	Acting out a dialogue between an architect and a client	Completing notes on building plans	

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				Completing a conversation			
	10	Measurements 2	Reading a textbook chapter (true/false statements)	Listening to a conversation between two architects (multiple choice questions); Completing a conversation	Acting out a dialogue between two architects	Completing a memo from one architect to another architect	

From Computing, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 1							
	1	Types of Computers	Reading a magazine article (multiple choice questions)	Listening to a conversation between an employee and a co-worker (true/false statements);	Acting out a dialogue between an employee and a co-worker	Completing a computer request form	

				Completing a conversation		
	2	Monitors	Reading an article (multiple choice questions)	Listening to a conversation between a store clerk and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a store clerk and a customer	Completing a description of a computer monitor
	3	Keyboards	Reading a blog post (filling in the gaps)	Listening to a conversation between two employees (true/false statements); Completing a conversation	Acting out a dialogue between two employees	Completing a note
	4	Mice	Reading a product listing (multiple choice questions)	Listening to a conversation between two employees (true/false statements); Completing a conversation	Acting out a dialogue between two employees	Completing a product feedback form for a new mouse

From Carpentry, Oxford UP

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
	1 - 8		Reading texts about wood Matching terms Putting instructions in the correct order			Completing sentences with words listed	

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 Architecture, Express Publishing, 2022** Book 3 Exercise 5, 6 and 7 from Unit 1 Design Tools and Materials, p. 4 – 5 Book 3 Exercise 5, 6 and 7 from Unit 2 Models, p. 6 – 7 Book 3 Exercise 5, 6 and 7 from Unit 3 Drawings 1, p. 8 – 9 Book 3 Exercise 5, 6 and 7 from Unit 4 Drawings 2, p. 10 – 11 **From Computing, Express Publishing, 2022** Book 1 Exercise 5, 6 and 7 from Unit 5 Inside the Computer, p. 12 – 13 Book 1 Exercise 5, 6 and 7 from Unit 6 Data Storage Devices, p. 14 – 15 Book 1 Exercise 5, 6 and 7 from Unit 7 Printers, p. 16 – 17 Book 1 Exercise 5, 6 and 7 from Unit 8 Scanners, p. 18 – 19 Book 1 Exercise 5, 6 and 7 from Unit 11 The User Interface, p. 24 – 25 **From Carpentry, Oxford UP** Unit 9 - Unit 16

		➢ 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 Architecture, Express Publishing, 2022** Book 3 Exercise 2, 3 and 4 from Unit 1 Design Tools and Materials, p. 4 – 5 Book 3 Exercise 2, 3 and 4 from Unit 2 Models, p. 6 – 7 Book 3 Exercise 2, 3 and 4 from Unit 3 Drawings 1, p. 8 – 9 Book 3 Exercise 2, 3 and 4 from Unit 4 Drawings 2, p. 10 – 11 **From Computing, Express Publishing, 2022** Book 1 Exercise 2, 3 and 4 from Unit 5 Inside the Computer, p. 12 – 13 Book 1 Exercise 2, 3 and 4 from Unit 6 Data Storage Devices, p. 14 – 15 Book 1 Exercise 2, 3 and 4 from Unit 7 Printers, p. 16 – 17 Book 1 Exercise 2, 3 and 4 from Unit 8 Scanners, p. 18 – 19 Book 1 Exercise 2, 3 and 4 from Unit 11 The User Interface, p. 24 – 25 **From Carpentry, Oxford UP** Unit 9 - Unit 16

		➢ 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 Architecture, Express Publishing, 2022** Book 3 Exercise 1, 7 and 8 from Unit 1 Design Tools and Materials, p. 4 – 5 Book 3 Exercise 1, 7 and 8 from Unit 2 Models, p. 6 – 7 Book 3 Exercise 1, 7 and 8 from Unit 3 Drawings 1, p. 8 – 9 Book 3 Exercise 1, 7 and 8 from Unit 4 Drawings 2, p. 10 – 11 **From Computing, Express Publishing, 2022** Book 1 Exercise 1, 7 and 8 from Unit 5 Inside the Computer, p. 12 – 13 Book 1 Exercise 1, 7 and 8 from Unit 6 Data Storage Devices, p. 14 – 15 Book 1 Exercise 1, 7 and 8 from Unit 7 Printers, p. 16 – 17 Book 1 Exercise 1, 7 and 8 from Unit 8 Scanners, p. 18 – 19 Book 1 Exercise 1, 7 and 8 from Unit 11 The User Interface, p. 24 – 25 **From Carpentry, Oxford UP** Unit 9 - Unit 16

		➢ 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 Architecture, Express Publishing, 2022** Book 3 Exercise 9 from Unit 1 Design Tools and Materials, p. 4 – 5 Book 3 Exercise 9 from Unit 2 Models, p. 6 – 7 Book 3 Exercise 9 from Unit 3 Drawings 1, p. 8 – 9 Book 3 Exercise 9 from Unit 4 Drawings 2, p. 10 – 11 **From Computing, Express Publishing, 2022** Book 1 Exercise 9 from Unit 5 Inside the Computer, p. 12 – 13 Book 1 Exercise 9 from Unit 6 Data Storage Devices, p. 14 – 15 Book 1 Exercise 9 from Unit 7 Printers, p. 16 – 17 Book 1 Exercise 9 from Unit 8 Scanners, p. 18 – 19 Book 1 Exercise 9 from Unit 11 The User Interface, p. 24 – 25 **From Carpentry, Oxford UP** Unit 9 - Unit 16

Teaching/learning contents (guide lines) – Carpenter, 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
TECHNICAL DRAWING	**From Architecture, Express Publishing, 2022** Book 3 Unit 1 Design Tools and Materials, p. 4 – 5 Book 3 Unit 2 Models, p. 6 – 7 Book 3 Unit 3 Drawings 1, p. 8 – 9 Book 3 Unit 4 Drawings 2, p. 10 – 11	
COMPUTER AIDED DRAWING	**From Computing, Express Publishing, 2022** Book 1 Unit 5 Inside the Computer, p. 12 – 13 Book 1 Unit 6 Data Storage Devices, p. 14 – 15 Book 1 Unit 7 Printers, p. 16 – 17 Book 1 Unit 8 Scanners, p. 18 – 19 Book 1 Unit 11 The User Interface, p. 24 – 25	
FURNITURE MAKING TECHNIQUES	**From Carpentry, Oxford UP** Unit 9 Unit 10 Unit 11 Unit 12 Unit 13 Unit 14 Unit 15 Unit 16	

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 – Carpenter, Grade 10

From Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Book 3	
	1	Design Tools and Materials	Reading a webpage (multiple choice questions)	45/90 triangle, balsa wood, basswood, bow compass, bumwad, drafting board, drafting vellum, mechanical pencil, parallel bar, protractor, stencil, T square, tracing paper, triangular scales	
	2	Models	Reading a webpage (multiple choice questions)	CAD modeling, concept model, detail model, finished model, manipulate, model, physical model, representation, revise, rough model, surrounding, urban model	
	3	Drawings 1	Reading a letter (true/false statements)	axonometric drawing, bird's-eye view, elevation drawing, façade, full set, horizontal cross section, isometric drawing, oblique drawing, orthographic projection, overhead, plan, section drawing, vertical cross-section	
	4	Drawings 2	Reading an article (multiple choice questions)	accuracy, CAD drawing, convention, deconstruct, detail drawing, drafting, exploded view, hand sketch, manual drawing, mechanical drafting, obsolete, photomontage, reassemble, schematic	

From Computing, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Book 1	
	5	Inside the Computer	Reading a magazine article (multiple choice questions)	case, CPU, disk drive, fan, hard drive, heat sink, motherboard, optical drive, port, power supply, processor, removable drive, USB port	
	6	Data Storage Devices	Reading an advertisement (multiple choice questions)	capacity, flash drive, GB, memory, portable hard drive, solid state drive, SD (Solid State Drive), TB, thumb drive	
	7	Printers	Reading an email (multiple choice questions)	cartridge, dpi (dots per inch), ink, inkjet printer, laser printer, ppm (pages per minute), print, printer, toner, two-sided	
	8	Scanners	Reading an article (multiple choice questions)	all-in-one, automatic document feeder, color depth, copy, flatbed, optical resolution, ppi (pixels per inch), scan, scan area, scanner	
	11	The User Interface	Reading a user guide (multiple choice questions)	cursor, desktop, dropdown menu, folder, GUI (Graphical User Interface), icon, organize, right-click, select, user	

From Carpentry, Oxford UP:

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	9			inner bark cambium heartwood old wound old branch stub sapwood outer bark	
	10			heel blade tooth toe handle back cheek claw eye handle face	
	11			lowering versatile surface workshop motor cuts vibration adjusting shaping timber making frames cutting boards assembling doors making fitted furniture constructing staircases partition walling erecting roofs installing door frames	
	12			jigsaw circular table mitre stapler rip drill nailer sander planer	
	13			housing sandpaper trigger handle lock-on button power cord dust canister sanding disc sanding pad	
	14			rafters assembled beams trusses construction distance level rise top slants highest	

Resource for distribution of the teaching/learning content – Carpenter, 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 Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 3							
	1	Design Tools and Materials	Reading a webpage (multiple choice questions)	Listening to a conversation between a student and a professor (true/false statements); Completing a conversation	Acting out a dialogue between a student and a professor	Writing an email to students about materials for a class	
	2	Models	Reading a webpage (multiple choice questions)	Listening to a conversation between two architects (true/false statements);	Acting out a dialogue between two architects	Writing an email from one architect to another architect	

				Completing a conversation			
	3	Drawings 1	Reading a letter (true/false statements)	Listening to a conversation between an architect and a client (multiple choice questions); Completing a conversation	Acting out a dialogue between an architect and a client	Writing a letter to a client explaining design changes	
	4	Drawings 2	Reading an article (multiple choice questions)	Listening to a conversation between two architects (true/false statements); Complete a conversation	Acting out a dialogue between two architects	Writing a project schedule for a client	

From Computing, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				Book 1			
	5	Inside the Computer	Reading a magazine article (multiple choice questions)	Listening to a conversation between a computer store employee and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a computer store employee and a customer	Completing a customer survey	
	6	Data Storage Devices	Reading an advertisement (multiple choice questions)	Listening to a conversation between a shop assistant and a customer (true/false statements); Completing a conversation	Acting out a dialogue between a shop assistant and a customer	Completing an order form	
	7	Printers	Reading an email (multiple choice questions)	Listening to a conversation between a manager and an employee (true/false statements); Completing a conversation	Acting out a dialogue between a manager and an employee	Completing a form	

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
	8	Scanners	Reading an article (multiple choice questions)	Listening to a conversation between two employees about a scanner (true/false statements); Completing a conversation	Acting out a dialogue between two employees about a scanner	Completing a description of the scanner	
	11	The User Interface	Reading a user guide (multiple choice questions)	Listening to a conversation between two co-workers (true/false statements); Completing a conversation	Acting out a dialogue between two co-workers	Completing a user guide	

From Carpentry, Oxford UP

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
	9 - 16		Reading texts about wood Matching terms Putting instructions in the correct order			Completing sentences with words listed	

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 Architecture, Express Publishing, 2022** Book 1 Exercises 5, 6 and 7 from Unit 4 Shapes 1, p. 10 – 11 Book 1 Exercises 5, 6 and 7 from Unit 5 Shapes 2, p. 12 – 13 Book 1 Exercises 5, 6 and 7 from Unit 6 Describing Shapes and Structures, p. 14 – 15 Book 3 Exercises 5, 6 and 7 from Unit 5 Blueline Prints 1, p. 12 – 13 Book 3 Exercises 5, 6 and 7 from Unit 6 Blueline Prints 2, p. 14 – 15 Book 3 Exercises 5, 6 and 7 from Unit 7 Presentations: Storyboarding, p. 16 – 17 Book 3 Exercises 5, 6 and 7 from Unit 8 Presentations: Portfolios, p. 18 – 19 **From Art and Design, Express Publishing, 2022** Book 1 Exercises 5, 6 and 7 from Unit 1 Describing Shapes, p. 4 – 5 Book 1 Exercises 5, 6 and 7 from Unit 2 Describing Light, p. 6 – 7 Book 1 Exercises 5, 6 and 7 from Unit 3 Describing Color, p. 8 – 9 Book 1 Exercises 5, 6 and 7 from Unit 4 Describing Placement, p. 10 – 11 Book 1 Exercises 5, 6 and 7 from Unit 5 Describing Style, p. 12 – 13 Book 1 Exercises 5, 6 and 7 from Unit 6 Physical Materials 1, p. 14 – 15 Book 1 Exercises 5, 6 and 7 from Unit 12 Sketches and

		➤ 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.	Drawings, p. 26 – 27 Book 2 Exercises 5, 6 and 7 from Unit 15 CAD, p. 32 – 33 Book 3 Exercises 5, 6 and 7 from Unit 13 Interior Design, p. 28 – 29 **From Carpentry, Oxford UP** Unit 17 - Unit 18 **From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020** Lesson 1 Basic Concepts of Panel Furniture Production, p. 50 Lesson 2 Basic Concepts of Solid Wood (massive) Furniture Production, p. 61
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 Architecture, Express Publishing, 2022** Book 1 Exercises 2, 3 and 4 from Unit 4 Shapes 1, p. 10 – 11 Book 1 Exercises 2, 3 and 4 from Unit 5 Shapes 2, p. 12 – 13 Book 1 Exercises 2, 3 and 4 from Unit 6 Describing Shapes and Structures, p. 14 – 15 Book 3 Exercises 2, 3 and 4 from Unit 5 Blueline Prints 1, p. 12 – 13 Book 3 Exercises 2, 3 and 4 from Unit 6 Blueline Prints 2, p. 14 – 15 Book 3 Exercises 2, 3 and 4 from Unit 7 Presentations: Storyboarding, p. 16 – 17 Book 3 Exercises 2, 3 and 4 from Unit 8 Presentations: Portfolios, p. 18 – 19 **From Art and Design, Express Publishing, 2022** Book 1 Exercises 2, 3 and 4 from Unit 1 Describing Shapes, p. 4 – 5 Book 1 Exercises 2, 3 and 4 from Unit 2 Describing Light, p. 6 – 7

			Book 1 Exercises 2, 3 and 4 from Unit 3 Describing Color, p. 8 – 9
			Book 1 Exercises 2, 3 and 4 from Unit 4 Describing Placement, p. 10 – 11
			Book 1 Exercises 2, 3 and 4 from Unit 5 Describing Style, p. 12 – 13
			Book 1 Exercises 2, 3 and 4 from Unit 6 Physical Materials 1, p. 14 – 15
			Book 1 Exercises 2, 3 and 4 from Unit 12 Sketches and Drawings, p. 26 – 27
			Book 2 Exercises 2, 3 and 4 from Unit 15 CAD, p. 32 – 33
			Book 3 Exercises 2, 3 and 4 from Unit 13 Interior Design, p. 28 – 29
			From Carpentry, Oxford UP Unit 17 - Unit 18
			From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020 Lesson 1 Basic Concepts of Panel Furniture Production, p. 50 Lesson 2 Basic Concepts of Solid Wood (massive) Furniture Production, p. 61
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.	**From Architecture, Express Publishing, 2022** Book 1 Exercises 1, 7 and 8 from Unit 4 Shapes 1, p. 10 – 11 Book 1 Exercises 1, 7 and 8 from Unit 5 Shapes 2, p. 12 – 13 Book 1 Exercises 1, 7 and 8 from Unit 6 Describing Shapes and Structures, p. 14 – 15 Book 3 Exercises 1, 7 and 8 from Unit 5 Blueline Prints 1, p. 12 – 13 Book 3 Exercises 1, 7 and 8 from Unit 6 Blueline Prints 2, p. 14 – 15

	➢ can ask and answer simple questions about someone's preferences, requests, purchases and orders. ➢ can ask and answer questions about my own area of work using simple language. ➢ can ask for and give directions referring to a map or plan. ➢ can discuss in a very simple way events, activities and plans. ➢ can take simple telephone calls or put callers through. ➢ can make arrangements concerning meeting points/date/time/arrival and departure, when simple language is used.	Book 3 Exercises 1, 7 and 8 from Unit 7 Presentations: Storyboarding, p. 16 – 17 Book 3 Exercises 1, 7 and 8 from Unit 8 Presentations: Portfolios, p. 18 – 19 **From Art and Design, Express Publishing, 2022** Book 1 Exercises 1, 7 and 8 from Unit 1 Describing Shapes, p. 4 – 5 Book 1 Exercises 1, 7 and 8 from Unit 2 Describing Light, p. 6 – 7 Book 1 Exercises 1, 7 and 8 from Unit 3 Describing Color, p. 8 – 9 Book 1 Exercises 1, 7 and 8 from Unit 4 Describing Placement, p. 10 – 11 Book 1 Exercises 1, 7 and 8 from Unit 5 Describing Style, p. 12 – 13 Book 1 Exercises 1, 7 and 8 from Unit 6 Physical Materials 1, p. 14 – 15 Book 1 Exercises 1, 7 and 8 from Unit 12 Sketches and Drawings, p. 26 – 27 Book 2 Exercises 1, 7 and 8 from Unit 15 CAD, p. 32 – 33 Book 3 Exercises 1, 7 and 8 from Unit 13 Interior Design, p. 28 – 29 **From Carpentry, Oxford UP** Unit 17 - Unit 18 **From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020** Lesson 1 Basic Concepts of Panel Furniture Production, p. 50 Lesson 2 Basic Concepts of Solid Wood (massive) Furniture Production, p. 61

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 ➢ 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 Architecture, Express Publishing, 2022** Book 1 Exercise 9 from Unit 4 Shapes 1, p. 10 – 11 Book 1 Exercise 9 from Unit 5 Shapes 2, p. 12 – 13 Book 1 Exercise 9 from Unit 6 Describing Shapes and Structures, p. 14 – 15 Book 3 Exercise 9 from Unit 5 Blueline Prints 1, p. 12 – 13 Book 3 Exercise 9 from Unit 6 Blueline Prints 2, p. 14 – 15 Book 3 Exercise 9 from Unit 7 Presentations: Storyboarding, p. 16 – 17 Book 3 Exercise 9 from Unit 8 Presentations: Portfolios, p. 18 – 19 **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 12 Sketches and Drawings, p. 26 – 27

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Book 2 Exercise 9 from Unit 15 CAD, p. 32 – 33

Book 3 Exercise 9 from Unit 13 Interior Design, p. 28 – 29

From Carpentry, Oxford UP
Unit 17 - Unit 18

From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020
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Teaching/learning contents (guide lines) – Carpenter, 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
FURNITURE DESIGN	**From Carpentry, Oxford UP** Unit 17 Unit 18 **From Architecture, Express Publishing, 2022** Book 1 Unit 4 Shapes 1, p. 10 – 11 Book 1 Unit 5 Shapes 2, p. 12 – 13 Book 1 Unit 6 Describing Shapes and Structures, p. 14 – 15 **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 6 Physical Materials 1, p. 14 – 15 Book 1 Unit 12 Sketches and Drawings, p. 26 – 27	
INTERIOR DESIGN	**From Architecture, Express Publishing, 2022** Book 3 Unit 5 Blueline Prints 1, p. 12 – 13 Book 3 Unit 6 Blueline Prints 2, p. 14 – 15 Book 3 Unit 7 Presentations: Storyboarding, p. 16 – 17 Book 3 Unit 8 Presentations: Portfolios, p. 18 – 19	

	From Art and Design, Express Publishing, 2022 Book 3 Unit 13 Interior Design, p. 28 – 29 **From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020** Lesson 1 Basic Concepts of Panel Furniture Production, p. 50 Lesson 2 Basic Concepts of Solid Wood (massive) Furniture Production, p. 61	
COMPUTERIZED FURNITURE DESIGN	**From Art and Design, Express Publishing, 2022** Book 2 Unit 15 CAD, 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 – Carpenter, Grade 11

From Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
Book 1					
	4	Shapes 1	Reading a webpage (true/false statements)	arch, circle, corner, diamond, oval, polygon, rectangle, side, square, triangle	
	5	Shapes 2	Reading a textbook chapter (true/false statements)	3D, cone, cube, cuboid, cylinder, dome, face, pyramid, sphere, surface	
	6	Describing Shapes and Structures	Reading an article (true/false statements)	angular, asymmetrical, bend, climb, curvy, flat, round, sharp, straight, symmetrical	
Book 3					
	5	Blueline Prints 1	Reading a guide (true/false statements)	action line, break line, center line, dashed, dimension line, leader line, lettering, line type, line weight, phantom line, primary object, secondary object, section line, solid	
	6	Blueline Prints 2	Reading an email (multiple choice questions)	cross-reference symbol, cutting-plane line, detail symbol, door number symbol, elevation datum, elevation mark, graphic symbol, material symbol, section symbol, title block, window letter symbol	

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
	7	Presentations: Storyboarding	Reading a blog (multiple choice questions)	backdrop, caption, communicate, narrative, over time, pitch, potential, presentation, scene, series, storyboarding, suggest, technique, unfold	
	8	Presentations: Portfolios	Reading a webpage (true/false statements)	A1, A3, collection, double-page spread, electronic portfolio, golden section, ISO, landscape, on screen, portfolio, portrait, projector, resolution, work	

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	
	12	Sketches and Drawings	Reading an email (multiple choice questions)	acrylic, brush, clay, easel, glaze, kiln, oil based, smock, thinner, watercolor	
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					
	13	Interior Design	Reading a brochure (multiple choice questions)	backdrop, commercial, construction, draft, fixture, furniture, interior decorator, interior designer, lighting, period, residential, structural	

From Vocational Foreign Language, Furniture and Interior design (Mobilya İç Mekan Elemanlar), EBA PH, 2020

	Unit	Topic	Reading	Vocabulary/ Target words and phrases	Comments / additional target words and phrases
				Line, arc, text, light, distant light, point light, layer, end point, starting point, continue dimension, render, select, close, half width, width, next, specify, current, start	

Resource for distribution of the teaching/learning content – Carpenter, 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 Architecture, Express Publishing, 2022

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
Book 1							
	4	Shapes 1	Reading a webpage (true/false statements)	Listening to a conversation between a salesperson and a customer (multiple choice questions); Completing a conversation	Acting out a dialogue between a salesperson and a customer	Completing a work order	
	5	Shapes 2	Reading a textbook chapter (true/false statements)	Listening to a conversation between an instructor and a student (multiple choice questions); Completing a conversation	Acting out a dialogue between an instructor and a student	Completing a student's classroom worksheet	

	6	Describing Shapes and Structures	Reading an article (true/false statements)	Listening to a conversation between two architects (Listening for specific information); Completing a conversation	Acting out a dialogue between two architects	Completing a project proposal	
				Book 3			
	5	Blueline Prints 1	Reading a guide (true/false statements)	Listening to a conversation between a professor and a student (true/false statement); Completing a conversation	Acting out a dialogue between a student and a professor	Writing comments on a student's blueline print assignment	
	6	Blueline Prints 2	Reading an email (multiple choice questions)	Listening to a conversation between an architect and a client (true/false statements); Completing a conversation	Acting out a dialogue between a client and an architect	Writing an email to a client	
	7	Presentations: Storyboarding	Reading a blog (multiple choice questions)	Listening to a conversation between two architects	Acting out a dialogue between two architects	Writing an email to a coworker on storyboarding	

	Unit	Topic	Reading	Listening	Speaking	Writing	Comments
				(true/false statements); Completing a conversation			
	8	Presentations: Portfolios	Reading a webpage (true/false statements)	Listening to a conversation between an architect and a representative of an architectural firm (multiple choice questions); Completing a conversation	Acting out a dialogue between a job applicant and a representative of an architectural firm	Writing notes about an upcoming job interview	

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); Completing a conversation	Acting out a dialogue between a newspaper editor and a photographer	Completing a job progress report	
	3	Describing Color	Reading a textbook chapter (true/false statements)	Listening to a conversation between two designers (multiple choice questions); Completing a conversation	Acting out a dialogue between two designers	Completing a project update sheet	
	4	Describing Placement	Reading an email (completing a table)	Listening to a conversation between two designers (listening for specific information); Completing a conversation	Acting out a dialogue between two designers	Completing an email from one designer to another designer	
	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	
	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	
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				
	13	Interior Design	Reading a brochure (multiple choice questions)	Listening to a conversation between a designer and a client (true/false statements); Completing a conversation	Acting out a dialogue between a designer and a client	Writing an email to a construction team	

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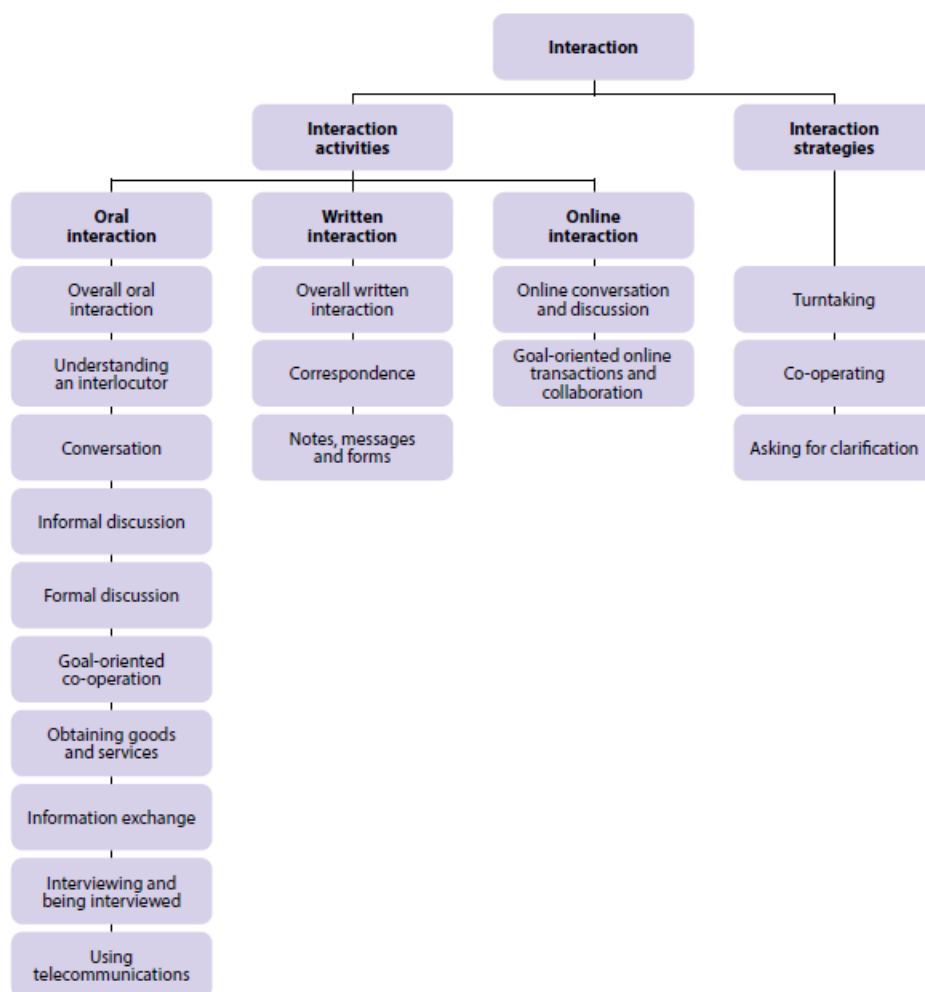
Fig. 1. Interactive activities and strategies (summary).

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:
  - topic and setting: from personal details and everyday needs to complex and abstract topics of a specialist nature;
  - degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help to just confirming details if the accent is less familiar.

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

Conversation

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

B1	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.
  - o type of meeting and topics: from exchanges on practical problems to discussion of abstract, complex, unfamiliar issues;
  - o ability to follow the discussion: from needing repetition and clarification to understanding points given prominence and keeping up with animated debate;
  - o 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.

Level	Descriptors
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

Architecture, Express Publishing, 2022, Book 1

- **3D**
[ADJ-U5] If something is **3D**, it extends in three directions and has length, width, and depth.
- **accredited**
[ADJ-U15] If something is **accredited**, it has demonstrated that it follows certain standards that are defined by an official organization.
- **acre**
[N-COUNT-U9] An **acre** is an imperial unit used to measure an area. It is equal to 4,840 square yards.
- **aggregate**
[N-UNCOUNT-U11] **Aggregate** is a grainy material such as gravel, broken stones, and sand that builders use to make cement.
- **airport**
[N-COUNT-U1] An **airport** is a building that is usually very large, where people board, depart, and wait for airplanes.
- **angle**
[N-COUNT-U14] An **angle** is a shape that forms where two lines meet each other.
- **angular**
[ADJ-U6] If something is **angular**, it has angles instead of curves.
- **arch**
[N-COUNT-U4] An **arch** is a shape that is curved at one end and has corners or an opening at the other end.
- **asymmetrical**
[ADJ-U6] If something is **asymmetrical**, it does not have two identical sides that mirror each other.
- **attic**
[N-COUNT-U2] An **attic** is a room at the top of a building, just below the roof.
- **average**
[N-COUNT-U8] An **average** is a number that represents a value in the middle of a set of values. It is calculated by adding several values together and then dividing the total by the number of values that were used.
- **bachelor's degree**

[N-COUNT-U15] A **bachelor's degree** is a certificate indicating that someone has completed an educational program, usually after four years of study, and is qualified to work in a particular field.
- **basement**
[N-COUNT-U2] A **basement** is a room below ground level.
- **bathroom**
[N-COUNT-U2] A **bathroom** is a room with a toilet and a sink, and often has a bathtub or shower.
- **bedroom**
[N-COUNT-U2] A **bedroom** is a room where someone sleeps.
- **bend**
[V-I-U6] To **bend** is to move or extend along a curve.
- **brick**
[N-COUNT-U11] A **brick** is a rectangular block made of hardened clay used for building walls and similar structures.
- **brittle**
[ADJ-U13] If something is **brittle**, it is likely to break apart rather than bend or stretch.
- **building**
[N-COUNT-U1] A **building** is a structure that typically has walls and a roof, and is usually occupied by people for some purpose.
- **calculus**
[N-UNCOUNT-U14] **Calculus** is an advanced branch of mathematics that deals with rates of change and complex measurements of physical properties.
- **cement**
[N-UNCOUNT-U11] **Cement** is a powder that builders mix with gravel and sand to make concrete.
- **centimeter**
[N-COUNT-U10] A **centimeter** is a metric unit of length or distance equal to 1/100 of a meter or about 0.39 inches.
- **circle**
[N-COUNT-U4] A **circle** is a shape that is round, in which each point along the edge is an equal distance from the center.

- **climb**

[V-T-U6] To **climb** something is to move or extend upward along it.

- **closet**

[N-COUNT-U2] A **closet** is a small room or cabinet that is used for storage.

- **come to**

[V-T-U8] To **come to** something is to equal a particular number after a mathematical operation.

- **concrete**

[N-UNCOUNT-U11] **Concrete** is a hard building material made from a mixture of cement, gravel, water, and sand.

- **cone**

[N-COUNT-U5] A **cone** is a 3D shape that has a circle at the base and rounded sides that meet at a point at the opposite end.

- **conference room**

[N-COUNT-U3] A **conference room** is a large room in an office building that is usually used for meetings.

- **continuing education**

[N-UNCOUNT-U15] **Continuing education** is education consisting primarily of short-term or part-time courses provided for adults who are no longer enrolled in a formal education system.

- **corner**

[N-COUNT-U4] A **corner** is the part of a shape where two edges or lines meet.

- **cube**

[N-COUNT-U5] A **cube** is a 3D shape that has six square sides.

- **cubic centimeter**

[N-COUNT-U10] A **cubic centimeter** is a metric unit of volume equal to 1/1000 of a liter or 0.6 cubic inches.

- **cubic foot**

[N-COUNT-U9] A **cubic foot** is an imperial unit of volume, equal to the space of a cube with a length, width, and height of one foot each.

- **cubic inch**

[N-COUNT-U9] A **cubic inch** is an imperial unit of volume. A cube with a length, width, and height of one inch each has a volume of one cubic inch.

- **cubic meter**

[N-COUNT-U10] A **cubic meter** is a metric unit of volume equal to 1000 liters or about 35.31 cubic feet.

- **cuboid**

[N-COUNT-U5] A **cuboid** is a 3D shape that has six square or rectangular sides.

- **curvy**

[ADJ-U6] If something is **curvy**, it has rounded surfaces.

- **cylinder**

[N-COUNT-U5] A **cylinder** is a 3D shape that has straight sides and a circle at each end.

- **diamond**

[N-COUNT-U4] A **diamond** is a shape that has four straight sides that are all the same length and different angles where the sides meet.

- **divide by**

[V PHRASE-U8] To **divide** a number (x) **by** another number (y) is to split number x evenly into y number of parts.

- **dome**

[N-COUNT-U5] A **dome** is a rounded 3D shape that is similar to the top half of a ball.

- **door**

[N-COUNT-U2] A **door** is a divider that can be moved aside to allow people to move into and out of buildings or rooms.

- **drywall**

[N-UNCOUNT-U12] **Drywall** is a material that is used to make walls, consisting of large sheets of paper and plaster.

- **durable**

[ADJ-U13] If something is **durable**, it lasts a long time and cannot be broken easily.

- **elastic**

[ADJ-U13] If something is **elastic**, it can be stretched and returned to its original form.

- **elevator**

[N-COUNT-U3] An **elevator** is a machine that moves people or objects up and down in a building, from one floor to another.

- **emphasis**

[N-COUNT-U15] An **emphasis** is an academic subject that someone gives extra focus or attention to.

- **entrance**

[N-COUNT-U3] An **entrance** is a place where people can get in and out of a building, usually through a door.

- **equal**

[V-T-U8] To **equal** something is to be precisely the same number or amount as something else.

- **examination**

[N-COUNT-U15] An **examination** is an official test of someone's knowledge or abilities.

- **face**

[N-COUNT-U5] A **face** is a flat surface on a 3D shape.

- **fiberglass**

[N-UNCOUNT-U12] **Fiberglass** is a strong, rigid substance made from thin strands of glass that is used to create various products, including building materials.

- **fire escape**

[N-COUNT-U3] A **fire escape** is a set of stairs on the outside of a building that people use as an exit in case of emergency.

- **flat**

[ADJ-U6] If something is **flat**, it has a level surface without curves.

- **flexible**

[ADJ-U13] If something is **flexible**, it can be bent into a different shape easily.

- **floor**

[N-COUNT-U3] A **floor** is a section or level in a building that may be higher or lower than other floors.

- **foot**

[N-COUNT-U9] A **foot** is an imperial unit of length equal to 12 inches.

- **garage**

[N-COUNT-U2] A **garage** is a room next to a house with a large door and is used for storing cars and other objects.

- **geometry**

[N-UNCOUNT-U14] **Geometry** is an area of mathematics that involves the study of points, lines, angles, and the size and shape of figures.

- **glass**

[N-UNCOUNT-U12] **Glass** is a hard material that is usually transparent and is often used to make windows.

- **grade**

[N-COUNT-U7] A **grade** is the measurement of how steep a slope is.

- **gram**

[N-COUNT-U10] A **gram** is a metric unit of weight equal to 1/1000 kilogram or about 0.035 ounces.

- **hallway**

[N-COUNT-U3] A **hallway** is a narrow passage that leads from one area to another in a building.

- **hardness**

[N-UNCOUNT-U13] **Hardness** is the quality of how firm or solid something is.

- **heat flow**

[N-UNCOUNT-U14] **Heat flow** is the transfer of hot energy to a cool area.

- **heavy**

[ADJ-U13] If something is **heavy**, it has great weight and may be difficult to move.

- **hectare**

[N-COUNT-U10] A **hectare** is a metric unit of area equal to 10,000 square meters or about 2.47 acres.

- **high-rise**

[N-COUNT-U1] A **high-rise** is a tall building with many stories.

- **hilly**

[ADJ-U7] If an area is **hilly**, it has many hills or slopes.

- **hospital**

[N-COUNT-U1] A **hospital** is a building where people go for medical help.

- **hundred**

[N-COUNT-U8] **Hundred** is a way of expressing numbers in the thousands by counting how many times 100 goes into the number. For example, the number 1,400 could be expressed as "fourteen hundred".

- **I-beam**

[N-COUNT-U11] An **I-beam** is a steel bar that supports heavy loads and which looks like a capital I.

- **imperial**

[ADJ-U9] If a measurement is **imperial**, it uses the system that is based on the ounce and the inch.

- **inch**

[N-COUNT-U9] An **inch** is an imperial unit of length equal to 1/12 of a foot.

- **internship**

[N-COUNT-U15] An **internship** is a temporary (usually unpaid) job in which students can gain practical work experience.

- **iron**

[N-UNCOUNT-U11] **Iron** is a metal building material that is used to make steel.

- **kilogram**

[N-COUNT-U10] A **kilogram** is a metric unit of weight equal to 1000 grams or about 2.2 pounds.

- **kitchen**

[N-COUNT-U2] A **kitchen** is a room that is used for preparing food, and typically has a sink, countertops, and appliances.

- **landscape**

[N-COUNT-U7] A **landscape** is an area or region of land with a particular appearance.

- **laundry room**

[N-COUNT-U2] A **laundry room** is a room with a washing machine that is used for washing clothes.

- **less**

[PREP-U8] **Less** is used to show that something is being subtracted.

- **level**

[ADJ-U7] If something is **level**, it is flat and even.

- **licensed**

[ADJ-U15] If someone is **licensed**, he or she has official approval from an organization or government body to do something.

- **lightweight**

[ADJ-U13] If something is **lightweight**, it is not heavy.

- **line**

[N-COUNT-U14] A **line** is a perfectly straight geometric figure that passes through points in both directions.

- **liter**

[N-COUNT-U10] A **liter** is a metric unit of volume equal to 1000 cubic centimeters or about 61.02 cubic inches.

- **living room**

[N-COUNT-U2] A **living room** is a room in a home for general use, usually including furniture for sitting, a television, stereo, etc.

- **lobby**

[N-COUNT-U3] A **lobby** is an open area just inside the entrance to a building.

- **maintain**

[V-T-U15] To **maintain** something is to keep it current or functional.

- **major in**

[V-T-U15] To **major in** something is to officially study a particular area or subject in order to earn a degree in that area.

- **marble**

[N-UNCOUNT-U12] **Marble** is a type of smooth stone that is often polished and used as a building material.

- **master's degree**

[N-COUNT-U15] A **master's degree** is the qualification that someone has completed a course of study at a higher level than a bachelor's degree.

- **metal**

[N-COUNT-U11] A **metal** is a building material that is hard, shiny, and malleable.

- **meter**

[N-COUNT-U10] A **meter** is a metric unit of length or distance equal to 100 centimeters or about 3.28 feet.

- **metric**

[ADJ-U10] If a measurement is **metric**, it uses the system that is based on the kilogram and the liter.

- **minus**

[PREP-U8] **Minus** is used to show that one number is subtracted or taken away from another number.

- **mortar**

[N-UNCOUNT-U11] **Mortar** is a mixture of water, sand, and lime that is used to hold bricks and stones together.

- **multiply by**

[V PHRASE-U8] To **multiply** a number (x) **by** another number (y) is to add number x to itself y number of times.

- **office**

[N-COUNT-U3] An **office** is a room or group of rooms where people work or conduct business, usually at desks.

- **office building**

[N-COUNT-U1] An **office building** is a building in which people work (in offices).

- **opaque**

[ADJ-U13] If something is **opaque**, it cannot be seen through.

- **open**

[ADJ-U7] If an area is **open**, it is uncovered and does not have many features such as vegetation or buildings.

- **ounce**

[N-COUNT-U9] An **ounce** is an imperial unit of weight equal to 1/16 of a pound.

- **oval**

[N-COUNT-U4] An **oval** is a shape that is rounded and longer than it is wide, similar to an egg.

- **parking structure**

[N-COUNT-U1] A **parking structure** is a building, usually with several levels, in which people park cars.

- **physics**

[N-UNCOUNT-U14] **Physics** is the scientific study of how matter and energy, such as heat and light, interact with each other.

- **plaster**

[N-UNCOUNT-U12] **Plaster** is made of sand, lime, and water and hardens when it dries.

- **plastic**

[N-COUNT-U12] A **plastic** is a lightweight substance made from chemicals that is used to create a wide range of products, including building materials.

- **plus**

[PREP-U8] When a number is **plus** another number, the two numbers are added together.

- **point**

[N-COUNT-U14] A **point** is a precise position on a surface that has no dimensions.

- **polygon**

[N-COUNT-U4] A **polygon** is a shape that has three or more straight sides.

- **porcelain**

[N-UNCOUNT-U12] **Porcelain** is a smooth, delicate substance that is made from heating clay.

- **pound**

[N-COUNT-U9] A **pound** is an imperial unit of weight equal to 16 ounces.

- **prerequisite**

[N-COUNT-U14] A **prerequisite** is something that someone is required to do before doing something else, such as a basic class that a student must take before taking an advanced class.

- **pyramid**

[N-COUNT-U5] A **pyramid** is a 3D shape with a polygon at the base and triangular sides that meet at a point at the opposite end.

- **rebar**

[N-UNCOUNT-U11] **Rebar**, or reinforcing bar, is a steel bar that is encased in concrete to make a structure stronger and able to support more weight.

- **rectangle**

[N-COUNT-U4] A **rectangle** is a shape that has four straight sides, with each side the same length as the opposite side.

- **residence**

[N-COUNT-U1] A **residence** is a building in which people live.

- **rigid**

[ADJ-U13] If something is **rigid**, it maintains its form and does not stretch or bend easily.

- **rise**

[V-I-U7] To **rise** is to incline or move upward.

- **round**

[ADJ-U6] If something is **round**, it has curves and is shaped like a circle.

- **rubber**

[N-UNCOUNT-U12] **Rubber** is a strong, elastic substance made from plants and often chemicals.

- **sand**

[N-UNCOUNT-U11] **Sand** is a loose, grainy substance made up of tiny rock particles.

- **school**

[N-COUNT-U1] A **school** is a building, usually with many rooms, where people go to learn.

- **segment**

[N-COUNT-U14] A **segment** is the part of a line located between two points.

- **sharp**

[ADJ-U6] If something is **sharp**, it has a thin point or edge.

- **side**

[N-COUNT-U4] The **side** of an object or area is one of its edges.

- **skyscraper**

[N-COUNT-U1] A **skyscraper** is a very tall building that is usually found in large cities.

- **slope**

[N-COUNT-U7] A **slope** is an inclined area, generally on the side of a mountain or hill.

- **sphere**

[N-COUNT-U5] A **sphere** is a round 3D shape like a ball in which all points around the outside are an equal distance from the center.

- **square**

[N-COUNT-U4] A **square** is a shape that has four straight sides that are all the same length and four equal angles where the sides meet.

- **stairwell**

[N-COUNT-U3] A **stairwell** is an area that contains stairs for walking from one level to another in a building.

- **steel**

[N-UNCOUNT-U11] **Steel** is an extremely strong metal made from iron and carbon.

- **steep**

[ADJ-U7] If something is **steep**, it inclines upward sharply.

- **stone**

[N-UNCOUNT-U11] **Stone** is a hard, natural substance that comes from rock and is used as a building material.

- **straight**

[ADJ-U6] If something is **straight**, it continues in one direction, without curving or bending.

- **structure**

[N-COUNT-U1] A **structure** is something that is made of multiple parts and usually stands by itself.

- **surface**

[N-COUNT-U5] A **surface** is the top or outside layer of something.

- **symmetrical**

[ADJ-U6] If something is **symmetrical**, it has identical sides that mirror each other.

- **terrain**

[N-COUNT-U7] A **terrain** is an area of land with particular physical features.

- **tile**

[N-COUNT-U12] A **tile** is a flat piece of stone or clay that is used to cover a surface, such as a floor or wall.

- **timber**

[N-UNCOUNT-U12] **Timber** is wood that forms part of a building.

- **times**

[PREP-U8] If a number is **times** another number, it is multiplied by that number.

- **ton**

[N-COUNT-U9] A **ton** is an imperial unit of weight equal to 2,000 pounds.

- **tonne**

[N-COUNT-U10] A **tonne** is a metric unit of weight equal to 1000 kilograms or about 2204 pounds.

- **topography**

[N-UNCOUNT-U7] **Topography** is the physical characteristics of an area of land.

- **transparent**

[ADJ-U13] If something is **transparent**, it can be seen through easily.

- **triangle**

[N-COUNT-U4] A **triangle** is a shape that has three straight sides and three angles.

- **trigonometry**

[N-UNCOUNT-U14] **Trigonometry** is an area of mathematics that involves examination of triangles, their sides, and their angles.

- **vegetation**

[N-UNCOUNT-U7] **Vegetation** is all the plants in an area.

- **vestibule**

[N-COUNT-U3] A **vestibule** is a hallway that leads from an entrance to the main part of a building.

- **warehouse**

[N-COUNT-U1] A **warehouse** is a building with a large, open space inside, typically used for storage.

- **window**

[N-COUNT-U3] A **window** is an opening in a wall that people can see through but rarely use as an entrance or exit.

- **yard**

[N-COUNT-U9] A **yard** is an imperial unit of length equal to 36 inches or 3 feet.

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- **45/90 triangle**
[N-COUNT-U1] A **45/90 triangle** is a triangular-shaped tool that allows architects to draw 45° and 90° angles.

- **A1**
[N-UNCOUNT-U8] **A1** is a paper size specified by the ISO that measures 23.39 inches by 33.11 inches.

- **A3**
[N-UNCOUNT-U8] **A3** is a paper size specified by the ISO that measures 11.69 inches by 16.54 inches.

- **accuracy**
[N-UNCOUNT-U4] **Accuracy** is a measure of how few mistakes or errors someone or something has.

- **action line**
[N-COUNT-U5] An **action line** is a line on a blueline print that is used to indicate movement, like the swinging of a door.

- **adobe**
[N-UNCOUNT-U14] **Adobe** is a building material that is made with clay and mud.

- **aesthetic**
[ADJ-U12] If something is **aesthetic**, it is related to how beautiful or pleasing to the eye it is.

- **axonometric drawing**
[N-COUNT-U3] An **axonometric drawing** is an oblique projection with the length and width rotated to 45 degrees from the horizontal axis, which is a quick, simple image to produce but tends to exaggerate the top or roof of the object.

- **backdrop**
[N-COUNT-U7] A **backdrop** is the imagery where a story takes place.

- **balsa wood**
[N-UNCOUNT-U1] **Balsa wood** is a strong, lightweight wood that is used to build architectural models.

- **basswood**
[N-UNCOUNT-U1] **Basswood** is a fine-grained, easy-to-cut wood that is used to build architectural models.

- **Bauhaus**
[N-UNCOUNT-U10] **Bauhaus** is an early twentieth century architectural school that sought to combine artistic principles and technology in its designs.

- **bird's-eye view**
[N-COUNT-U3] A **bird's-eye view** is an image of something that is shown from a position above it.

- **bland**
[ADJ-U11] If something is **bland**, it is plain and considered uninteresting.

- **Blobitecture**
[N-UNCOUNT-U13] **Blobitecture** is a type of architecture in which buildings have an organic, wavy form.

- **bottle wall**
[N-COUNT-U15] A **bottle wall** is a structure that is built with repurposed bottles or jars between layers of mortar.

- **bow compass**
[N-COUNT-U1] A **bow compass** is a tool that has adjustable legs which, depending on their positions, allows architects to draw circles of various sizes.

- **break line**
[N-COUNT-U5] A **break line** is a solid, wavy line on a blueline print that is used to shorten dimensions that are too long for the drawing.

- **Brutalism**
[N-UNCOUNT-U10] **Brutalism** is a mid-twentieth century architectural school that used substantial materials, like concrete, and repetitive geometric shapes.

- **bulge**
[N-COUNT-U13] A **bulge** is a part of something that protrudes or sticks out to form a rounded area.

- **bumwad**
[N-UNCOUNT-U1] **Bumwad** is lightweight paper used for tracing and making sketches.

- **buttress**
[N-COUNT-U9] A **buttress** is a structure that supports a wall.

- **CAD drawing**
[N-UNCOUNT-U4] **CAD** (computer aided design) **drawing** is the process of creating technical designs with computer software.

- **CAD modeling**

[N-UNCOUNT-U2] **CAD modeling** is a technique used by architects to create a two- or three-dimensional representation of a design on a computer before making a physical one.

- **caption**

[N-COUNT-U7] A **caption** is text printed below a picture to indicate what the image is communicating.

- **center line**

[N-COUNT-U5] A **center line** is a line on a blueline print with long and short dashes that is used to indicate the center of an object.

- **characterize**

[V-T-U11] To **characterize** something is to have a feature or quality that is typical or specific to something.

- **classical architecture**

[N-UNCOUNT-U9] **Classical architecture** is a building style based on ancient Greek and Roman designs, starting around the sixth century BCE.

- **cob**

[N-UNCOUNT-U14] **Cob** is a building material that is made with clay and straw.

- **collection**

[N-COUNT-U8] A **collection** is multiple items grouped together and thought of as a whole.

- **column**

[N-COUNT-U9] A **column** is a post or pole that acts as support or decoration for a structure.

- **communicate**

[V-T-U7] To **communicate** something is to share ideas with someone.

- **concept model**

[N-COUNT-U2] A **concept model** is a model that shows abstract qualities of a design, such as themes of a building or how light, shade, and shadows figure into the design.

- **contemporary**

[ADJ-U12] If something is **contemporary**, it is made up of characteristics of the present time period.

- **convection**

[N-UNCOUNT-U15] **Convection** is the movement of gases or fluids from one area to another.

- **convention**

[N-COUNT-U4] A **convention** is something that is normal or expected in a particular context or situation.

- **cordwood construction**

[N-UNCOUNT-U14] **Cordwood construction** is a building method that involves the use of wood and a masonry or cob mixture.

- **countermovement**

[N-COUNT-U11] A **countermovement** is an organized set of ideas or actions that is intended to oppose another set of ideas or actions.

- **Critical Regionalism**

[N-UNCOUNT-U13] **Critical Regionalism** is a type of architecture that seeks to give buildings identity and character by using geographical surroundings as inspiration.

- **cross-reference symbol**

[N-COUNT-U6] A **cross-reference symbol** is a symbol on a blueline print that provides orientation and clarification on the drawing.

- **cutting-plane line**

[N-COUNT-U6] A **cutting-plane line** is a line accompanied by section symbols that shows where an accompanying section drawing begins.

- **dashed**

[ADJ-U5] If a line is **dashed**, it is made up of small lines which are separated by small breaks.

- **deconstruct**

[V-T-U4] To **deconstruct** something is to break it apart into its fundamental components.

- **Deconstructivism**

[N-UNCOUNT-U12] **Deconstructivism** is a type of architecture characterized by distortion of lines and shapes.

- **decoration**

[N-UNCOUNT-U10] **Decoration** is any design element that exists only to make something more visually appealing.

- **detail drawing**

[N-COUNT-U4] A **detail drawing** is an enlarged image of part of a design, showing more details than the complete plan or section view.

- **detail model**

[N-COUNT-U2] A **detail model** is a model that focuses on one particular aspect of an architectural design.

- **detail symbol**

[N-COUNT-U6] A **detail symbol** is a symbol used to indicate that a detail drawing is available for a particular section of a blueline print.

- **diameter**

[N-COUNT-U9] A **diameter** is the distance between two opposite sides of a round object or surface.

- **dimension line**

[N-COUNT-U5] A **dimension line** is a solid line on a blueline print that is used to show the measurement of something.

- **distort**

[V-T-U12] To **distort** something is to change it so it no longer resembles its previous form.

- **door number symbol**

[N-COUNT-U6] A **door number symbol** indicates the type of door being used or the number of the door on a blueline print.

- **double coding**

[N-UNCOUNT-U11] **Double coding** is the process of incorporating two or more themes, messages, or meanings into an artistic expression.

- **double page spread**

[N-COUNT-U8] A **double page spread** is a layout that continues over two pages that face each other.

- **drafting**

[N-UNCOUNT-U4] **Drafting** is the process of drawing detailed, accurate designs and diagrams that show plans or processes for making something.

- **drafting board**

[N-COUNT-U1] A **drafting board** is an angled board that is attached to a pedestal. It holds paper in place to allow the user to produce accurate drawings.

- **drafting vellum**

[N-UNCOUNT-U1] **Drafting vellum** is a semi-translucent paper made of cotton, wood pulp, or a man-made material. It is used for tracing and drawing.

- **draw**

[V-T-U13] To **draw** something is to gather it from a particular source.

- **dual purpose**

[ADJ-U11] If something is **dual purpose**, it has two main functions.

- **dynamic**

[ADJ-U12] If something is **dynamic**, it has characteristics that change or progress.

- **earthbag**

[N-COUNT-U14] An **earthbag** is a bag that is made of strong fiber and filled with dirt or other natural substances, and is used as a building material.

- **earth-bermed**

[ADJ-U15] If a building is **earth-bermed**, it is built partially underground to improve temperature regulation.

- **ecological footprint**

[N-COUNT-U14] An **ecological footprint** is the ratio of the speed at which people use resources to the speed at which the resources can be renewed.

- **efficient**

[ADJ-U10] If something is **efficient**, it doesn't waste materials or energy.

- **Egyptian pyramids**

[N-COUNT-U9] The **Egyptian pyramids** are a series of large, ancient, pyramid-shaped masonry structures that were built as Egyptian tombs, starting around the 27th century BCE.

- **electronic portfolio**

[N-COUNT-U8] An **electronic portfolio** is a digitally-produced portfolio that can be viewed or projected using a computer.

- **elevation datum**

[N-COUNT-U6] **Elevation datum** is a symbol used to provide a level line from which the height of something can be measured, like a ceiling.

- **elevation drawing**

[N-COUNT-U3] An **elevation drawing** is an orthographic projection that shows an exterior view of a building from the side.

- **elevation mark**

[N-COUNT-U6] An **elevation mark** is a symbol that is used on a floor plan to show from which direction the drawing was made.

- **energy-efficient**

[ADJ-U15] If something is **energy-efficient**, it functions without excessive amounts of a resource, such as fuel or electricity.

- **environmental impact**

[N-COUNT-U14] **Environmental impact** is the effect that something has on the natural world.

- **exaggerated**

[ADJ-U12] If something is **exaggerated**, it is dramatically magnified.

- **exploded view**

[N-COUNT-U4] An **exploded view** is a diagram that shows the parts of something slightly separated from each other so each component is displayed clearly.

- **Expressionist Architecture**

[N-UNCOUNT-U12] **Expressionist Architecture** is a type of architecture that has the quality of communicating emotions.

- **façade**

[N-COUNT-U3] A **façade** is one exterior side of a building.

- **finished model**

[N-COUNT-U2] A **finished model** is a detailed model that shows all interior and exterior aspects of an architectural design.

- **five orders**

[N-COUNT-U9] The **five orders** are a set of classical architecture styles that are differentiated by the features of their columns.

- **fluid**

[ADJ-U12] If something is **fluid**, it has characteristics that flow.

- **form follows function**

[EXPRESSION-U10] **Form follows function** is a principle dictating that the shape, appearance, and features of a building should be based on how it will be used.

- **full set**

[N-COUNT-U3] A **full set** is a collection of drawings that includes the elevation, plan, and section drawings.

- **functionalism**

[N-UNCOUNT-U10] **Functionalism** is an architectural principle which dictates that a building's appearance, or form, should be suited to how the building is used, or its function.

- **golden section**

[N-UNCOUNT-U8] The **golden section** is a set of mathematical proportions used to create shapes that are considered visually appealing among certain groups of people.

- **Gothic**

[ADJ-U9] If something is **Gothic**, it is related to a European style of architecture that occurred between the 12th and 16th centuries CE.

- **graphic symbol**

[N-COUNT-U6] A **graphic symbol** is a symbol that represents an object on a blueline print like a specific kind of door, window, or opening.

- **gray water**

[N-UNCOUNT-U15] **Gray water** is water that has been used and is not suitable for drinking, but can still be used for other purposes.

- **green construction**

[N-UNCOUNT-U14] **Green construction** is the act of creating structures that minimize harm to the environment, both during the construction process and when the building is in use.

- **hand sketch**

[N-COUNT-U4] A **hand sketch** is a realistic architectural drawing that is done manually without mechanical or digital tools.

- **heat flow**

[N-UNCOUNT-U15] **Heat flow** is the movement of heat energy from one area to another.

- **heat sink**

[N-COUNT-U15] A **heat sink** is a building insulation system that absorbs heat during the day, without transferring it to the interior of a building, and then releases the heat at night.

- **height**

[N-COUNT-U9] **Height** is the distance from the bottom to the top of something.

- **High-Tech**

[ADJ-U13] If a building is **High-Tech**, it is built to show its technical structure, such as steel framework.

- **horizontal cross section**

[N-COUNT-U3] A **horizontal cross section** is a view of something that shows how it would look if it were cut from side to side and viewed from the top.

- **icon**

[N-COUNT-U11] An **icon** is an image that is widely associated with a particular group or idea.

- **illusion**

[N-COUNT-U12] An **illusion** is something that distorts how the brain perceives reality.

- **industrial**

[ADJ-U10] If something is **industrial**, it has characteristics of or uses materials similar to those found in factories.

- **influence**

[N-COUNT-U12] An **influence** is a person or thing that affects the outcome of something.

- **innovative**

[ADJ-U12] If something is **innovative**, it is new and original.

- **inspiration**

[N-COUNT-U13] An **inspiration** is someone or something that influences or prompts others' actions.

- **integrate**

[V-T-U13] To **integrate** something is to combine separate units into one whole.

- **International Style**

[N-UNCOUNT-U10] **International Style** is an early twentieth century architectural style that emphasized function, simplicity, and a lack of design elements that would link it to a particular place.

- **ISO**

[N-UNCOUNT-U8] The **ISO** (International Organization for Standardization) is an organization formed to standardize measurements between countries.

- **isometric drawing**

[N-COUNT-U3] An **isometric drawing** is an oblique drawing with the length and width rotated to 30 degrees from the horizontal axis, which is more difficult to create than an axonometric drawing but produces a more effective representation of an object.

- **landscape**

[N-UNCOUNT-U8] **Landscape** is a page orientation in which a page is wider than it is tall.

- **leader line**

[N-COUNT-U5] A **leader line** is a solid line on a blueline print with an arrow at the end that connects objects to notes.

- **lettering**

[N-UNCOUNT-U5] **Lettering** is the written information on a blueline print used to label objects.

- **line type**

[N-COUNT-U5] A **line type** is a set of properties that defines particular lines on a blueline print.

- **line weight**

[N-COUNT-U5] A **line weight** is the width or thickness of a line on a blueline print.

- **lintel**

[N-COUNT-U9] A **lintel** is a beam above a window or door that supports the weight of the structure above it.

- **local**

[ADJ-U13] If something is **local**, it belongs to a certain place and is not widespread.

- **machine**

[N-COUNT-U10] A **machine** is a mechanical device that is designed to perform a particular function.

- **manipulate**

[V-T-U2] To **manipulate** something is to alter, fix, or shift it.

- **manual drawing**

[N-UNCOUNT-U4] **Manual drawing** is the process of creating hand sketches without mechanical or digital tools.

- **material symbol**

[N-COUNT-U6] A **material symbol** is an image that represents types of construction materials on a blueline print.

- **mechanical drafting**

[N-UNCOUNT-U4] **Mechanical drafting** is the process of creating technical sketches with physical tools, such as T-squares, parallel bars, compasses, and other devices.

- **mechanical pencil**

[N-COUNT-U1] A **mechanical pencil** is a writing or drawing instrument, typically made of plastic, that uses replaceable lead and does not require sharpening.

- **model**

[N-COUNT-U2] A **model** is a scale version of a building that is either a small physical version or a digital version, and is used to show the building's design features.

- **Modernism**

[N-UNCOUNT-U10] **Modernism** is an architectural movement beginning in the early twentieth century that emphasized simplicity and functionality.

- **monolithic**

[ADJ-U10] If something is **monolithic**, it is, or appears to be, made with a single, massive stone.

- **monumentalism**

[N-UNCOUNT-U11] **Monumentalism** is an architectural style that emphasizes large, grand features.

- **narrative**

[N-COUNT-U7] A **narrative** is a storyline.

- **natural building**

[N-UNCOUNT-U14] **Natural building** is a structure made with local materials that come from natural sources.

- **Neoclassical**

[ADJ-U13] **Neoclassical** architecture is reminiscent of classical styles and traditions.

- **Neomodern**

[ADJ-U13] **Neomodern** architecture is functional and simple.

- **Novelty Architecture**

[N-UNCOUNT-U12] **Novelty Architecture** is a type of architecture in which buildings are given unusual shapes that attract attention, usually for commercial or entertainment purposes.

- **oblique drawing**

[N-COUNT-U3] An **oblique drawing** is a two-dimensional representation of an object or space that has the appearance of being three-dimensional.

- **obsolete**

[ADJ-U4] If something is **obsolete**, it is no longer useful or current because something newer serves better its particular purpose.

- **off the grid**

[ADV-U15] If something exists **off the grid**, it exists or functions without being connected to public utility systems, such as municipal electricity or water.

- **on screen**

[ADJ-U8] If something is **on screen**, it can be viewed on a television or computer monitor.

- **open plan**

[N-COUNT-U10] An **open plan** is a floor plan with one large, open space instead of numerous smaller rooms.

- **Organic Architecture**

[N-UNCOUNT-U13] **Organic Architecture** is a type of architecture that focuses on uniting buildings with their natural surroundings.

- **ornament**

[N-COUNT-U11] An **ornament** is an object that is used to make something more attractive.

- **orthographic projection**

[N-COUNT-U3] An **orthographic projection** is a representation of a three-dimensional object that shows two-dimensional views of it.

- **over time**

[ADV-U7] If something is done **over time**, it develops during an extended period of time.

- **overhead**

[ADJ-U3] If something is **overhead**, it is in a position above something else.

- **parallel bar**

[N-COUNT-U1] A **parallel bar** is a tool used to draw parallel lines.

- **passive solar design**

[N-COUNT-U15] A **passive solar design** is a heat-regulation system in a building that captures sunlight in the winter and deflects sunlight during the summer.

- **phantom line**

[N-COUNT-U5] A **phantom line** is a line on a blueline print that is made of medium dashes alternated with short dashes that is used to show an alternate position of an object or the movement of that object.

- **photomontage**

[N-COUNT-U4] A **photomontage** is a computer-generated image that shows a design with additional images inserted to envision how the design will be used.

- **photovoltaic panel**

[N-COUNT-U15] A **photovoltaic panel** is a device that converts solar energy into usable electricity.

- **physical model**

[N-COUNT-U2] A **physical model** is a tangible copy of an object that can be smaller or bigger than the original object.

- **pitch**

[V-T-U7] To **pitch** something is to present an idea, usually to a group of people.

- **plan**

[N-COUNT-U3] A **plan** is an orthographic projection that shows a horizontal cross section of a building.

- **portfolio**

[N-COUNT-U8] A **portfolio** is a set of someone's creative work that is organized to show his or her skills.

- **portrait**

[N-UNCOUNT-U8] **Portrait** is a page orientation in which the page is taller than it is wide.

- **Postmodernism**

[N-UNCOUNT-U11] **Postmodernism** is an architectural movement beginning in the mid to late twentieth century that rejected the pure functionalism of Modernism and instead embraced art and beauty as part of the architectural form.

- **potential**

[N-UNCOUNT-U7] **Potential** is the quality of being able to do or become something, usually in a positive way.

- **presentation**

[N-COUNT-U7] A **presentation** is a formal speech in front of a group of people with the goal of informing or persuading them.

- **primary**

[ADJ-U11] If something is **primary**, it is the most basic or important feature of something.

- **primary object**

[N-COUNT-U5] A **primary object** is a main structural feature on a blueline print, such as the walls of a house.

- **projector**

[N-COUNT-U8] A **projector** is a device used to display images on a large screen.

- **protractor**

[N-COUNT-U1] A **protractor** is a tool shaped like a half-circle which allows architects to measure and draw angles.

- **rainwater harvesting system**

[N-COUNT-U15] A **rainwater harvesting system** is a way of collecting, storing, and processing water for household use.

- **rammed earth**

[N-UNCOUNT-U14] **Rammed earth** is a mixture of compacted gravel, clay, and sand that is used as a building material.

- **reactionary**

[ADJ-U11] If something is **reactionary**, it is thought or done in opposition to new or changing cultural trends.

- **reassemble**

[V-T-U4] To **reassemble** something is to put its components back together after taking them apart.

- **reclaimed lumber**

[N-UNCOUNT-U14] **Reclaimed lumber** is wood that has been previously used and is now used again for new construction.

- **recycled material**

[N-COUNT-U14] **Recycled material** is an object or substance that is used and then processed for use again, for the same or a different purpose.

- **reduce**

[V-T-U14] To **reduce** something is to lessen something or make it smaller.

- **Renaissance**

[ADJ-U9] **Renaissance** refers to a European style of art and architecture that occurred between the 14th and 17th centuries CE.

- **representation**

[N-COUNT-U2] A **representation** is a picture or model that reproduces something on a smaller scale.

- **repurpose**

[V-T-U15] To **repurpose** something is to use it again after it is no longer needed for its original purpose, usually for a different purpose.

- **resolution**

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

- **resurgence**

[N-COUNT-U13] A **resurgence** is a reappearance or renewed popularity of something from the past.

- **revise**

[V-T-U2] To **revise** something is to change it in order to make it better.

- **ribbed vault**

[N-COUNT-U9] A **ribbed vault** is a type of arched ceiling support structure that was popular during the Gothic period.

- **rough model**

[N-COUNT-U2] A **rough model** is a model that is constructed early in the design phase. It shows the basic components and designs of a building.

- **scene**

[N-COUNT-U7] A **scene** is an image of people and events that is used to tell a story or make an impression.

- **schematic**

[ADJ-U4] Something is **schematic** when it shows the main parts of something, but does not show great detail.

- **scrap tire**

[N-COUNT-U15] A **scrap tire** is a piece of rubber that was once used to cover the wheels on a vehicle.

- **Sculpturism**

[N-UNCOUNT-U12] **Sculpturism** is the architectural technique of creating buildings that resemble or use works of art.

- **secondary object**

[N-COUNT-U5] A **secondary object** is a detail added to a drawing, such as countertops and cupboards in a house, that does not affect the integrity of the building.

- **section drawing**

[N-COUNT-U3] A **section drawing** is an orthographic projection that shows a vertical cross section of a building.

- **section line**

[N-COUNT-U5] A **section line** is a line on a blueline print with long and short dashes that is used to show a cutaway view of a floor plan.

- **section symbol**

[N-COUNT-U6] A **section symbol** is a symbol that indicates where to find a section drawing that corresponds to a particular part of a blueline print.

- **series**

[N-COUNT-U7] A **series** is a grouping of things that share the same topic.

- **sheet glass**

[N-UNCOUNT-U10] **Sheet glass** is a large piece of flat glass, commonly used for windows or to make walls.

- **simplicity**

[N-UNCOUNT-U13] **Simplicity** is the quality of being plain.

- **skylight**

[N-COUNT-U15] A **skylight** is a window that is built into a roof so that it allows a lot of light to enter all day.

- **solid**

[ADJ-U5] If something is **solid**, it does not have breaks or interruptions in its form.

- **spacing**

[N-UNCOUNT-U9] **Spacing** is the measurement of distance between parts of something.

- **stark**

[ADJ-U10] If something is **stark**, it is bare, minimal, and lacks decoration.

- **stencil**

[N-COUNT-U1] A **stencil** is a piece of paper, plastic, or metal with shapes cut into it so that a person can draw them easily.

- **storyboarding**

[N-UNCOUNT-U7] **Storyboarding** is the process of displaying ideas in a visual format that outlines how something will occur or be accomplished.

- **straw bale**

[N-COUNT-U14] A **straw bale** is a block of dried plant stems that is compressed and bound together, and is used as a building material.

- **Structural Expressionism**

[N-UNCOUNT-U13] **Structural Expressionism** is a type of architecture that focuses on the technical and functional components of buildings.

- **suggest**

[V-T-U7] To **suggest** something is to put forward an opinion in order to influence a decision.

- **surrounding**

[ADJ-U2] **Surrounding** refers to something that exists or occurs in the area around something.

- **sustainable**

[ADJ-U14] If something is **sustainable**, it can continue for a long period of time without using up or destroying its resources.

- **symbolic**

[ADJ-U11] If something is **symbolic**, it represents a particular idea without explicitly stating the idea.

- **T-square**

[N-COUNT-U1] A **T-square** is a ruler that has a perpendicular crosspiece that can slide up and down the ruler. It is typically used to draw parallel lines.

- **technique**

[N-COUNT-U7] A **technique** is a skilled manner in which tasks are accomplished.

- **thermal mass**

[N-UNCOUNT-U15] **Thermal mass** is the quality of a building or surface that determines how well it prevents fluctuations in temperature.

- **timber frame**

[N-COUNT-U14] **Timber frame** is a very common building method that involves constructing walls and a roof around a basic structure of wooden beams.

- **title block**

[N-COUNT-U6] A **title block** is information on each sheet of a blueline print including the name of the project, the sheet title, and the sheet number.

- **tracing paper**

[N-UNCOUNT-U1] **Tracing paper** is translucent paper. It is generally placed over another image for the purposes of tracing or copying it.

- **transparency**

[N-UNCOUNT-U10] **Transparency** is the quality of being clear or easy to see through.

- **triangular scale**

[N-COUNT-U1] A **triangular scale** is a ruler that has a different unit of length on each side which allows architects to create drawings that are to scale.

- **truth to materials**

[EXPRESSION-U10] **Truth to materials** is the principle that materials should only be used in settings where they are appropriate and that

their natural appearance should not be altered.

- **unexpected**

[ADJ-U12] If something is **unexpected**, it is not something that people think will occur.

- **unfold**

[V-I-U7] To **unfold** is to be revealed in a methodical way.

- **urban model**

[N-COUNT-U2] An **urban model** is a model that shows an architectural design in its intended location, including features and topography of the site.

- **vertical cross section**

[N-COUNT-U3] A **vertical cross section** is a view of something that shows how it would look if it were cut from top to bottom and viewed from the side.

- **window letter symbol**

[N-COUNT-U6] A **window letter symbol** identifies windows on a blueline print and may indicate the type of window being used or the window number.

- **work**

[N-UNCOUNT-U8] **Work** is something that someone produces, usually as part of his or her job.

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- **address book**

[N-COUNT-U12] An **address book** is an organized list of email contacts.

- **all-in-one**

[ADJ-U8] An **all-in-one** machine is a single machine that combines printing, scanning, copying and faxing.

- **Alt key**

[N-COUNT-U3] The **Alt key** is a key that gives another key an alternative function when both keys are pressed at the same time.

- **app**

[N-COUNT-U10] An **app**, short for 'application', is a program designed for a specific use that can be purchased and downloaded wirelessly to a smartphone.

- **aspect ratio**

[N-COUNT-U2] The **aspect ratio** of a computer display is the ratio of its long side to its short side.

- **attach**

[V-T-U13] To **attach** is to include a downloadable document within an email.

- **attachment**

[N-COUNT-U14] An **attachment** is a file added to an email and sent along with it.

- **automatic document feeder**

[N-COUNT-U8] An **automatic document feeder** is a mechanized device that sends paper from a stack through a scanner or printer.

- **available**

[ADJ-U15] If you are **available**, you are online and capable of chatting on IM.

- **ball mouse**

[N-COUNT-U4] A **ball mouse**, also called a mechanical mouse, uses a rubber ball to track hand movements.

- **Bcc**

[ABBREV-U13] A **Bcc** (Blind carbon copy) is a copy of an email sent to someone in which the identities of other recipients is hidden.

- **bounce back**

[V-I-U14] To **bounce back** is to return an email to the sender without it being delivered.

- **built-in**

[ADJ-U10] A **built-in** feature of a product is a feature the product already has at the time of purchase.

- **busy**

[ADJ-U15] If you are **busy**, you are away from your computer or otherwise unavailable to chat.

- **button**

[N-COUNT-U4] A **button** is the part of a mouse that is pushed to select items on the computer screen.

- **capacity**

[N-UNCOUNT-U6] **Capacity** is the amount of storage space on a disk.

- **Caps Lock**

[N-UNCOUNT-U3] The **Caps Lock** is a key on the keyboard that is used for typing all capital letters when it is pressed.

- **cartridge**

[N-COUNT-U7] A **cartridge** is a device that holds ink or toner in a printer and can be replaced.

- **case**

[N-COUNT-U5] A **case** is the outer protective enclosure that contains computer parts.

- **Cc**

[ABBREV-U13] A **Cc** (Carbon copy) is a duplicate of an email that has been sent to another person.

- **cell phone**

[N-COUNT-U10] A **cell phone**, also known as a mobile phone, is a wireless device that can make and receive phone calls.

- **chat**

[N-COUNT-U15] A **chat** is the act of communicating with instant messages.

- **click**

[V-T-U4] To **click** an item on the screen is to place the cursor on it and press the mouse button.

- **color depth**

[N-COUNT-U8] **Color depth** is the number of different colors that a scanner can represent.

- **compression**

[N-UNCOUNT-U9] **Compression** is the process of reducing the size of digital photos by changing the way data is encoded.

- **computer**

[N-COUNT-U1] A **computer** is an electronic instrument for storing and operating on data.

- **configure**

[V-T-U14] To **configure** a program is to prepare it so that it is ready for a specific task.

- **contact list**

[N-COUNT-U15] A **contact list** is a list of screen names in an IM/email program showing which of your contacts are available, busy, or offline.

- **contrast**

[N-UNCOUNT-U2] **Contrast** is the difference in level between black and white on a computer screen.

- **Control key**

[N-COUNT-U3] The **Control key** is a key that gives another key an alternative function when both keys are pressed at the same time.

- **copy**

[V-T-U8] To **copy** is to reproduce an object on paper.

- **cordless**

[ADJ-U4] If a mouse is **cordless**, it transmits information to a computer without using a cord or wire.

- **coverage**

[N-UNCOUNT-U10] **Coverage** is the extent to which something is covered.

- **CPU**

[ABBREV-U5] The **CPU** (Central Processing Unit) is the central processor of a computer.

- **create**

[V-T-U13] To **create** is to open a new email document.

- **cursor**

[N-COUNT-U11] A **cursor** is a movable icon on a computer screen, indicating the point that will be affected by input from the user.

- **desktop computer**

[N-COUNT-U1] A **desktop computer** is a computer for use in a single location such as at home or at an office.

- **desktop**

[N-COUNT-U11] A **desktop** is the working area of a computer screen containing icons that typically represent files, programs, and a wastebasket.

- **diacritical mark**

[N-COUNT-U3] A **diacritical mark** is a symbol that is added to a letter to denote a special pronunciation.

- **digital camera**

[N-COUNT-U9] A **digital camera** is a camera that stores and records digital images.

- **digital zoom**

[N-UNCOUNT-U9] **Digital zoom** is a method of cropping and magnifying the center of an image without the movement of lenses.

- **disk drive**

[N-COUNT-U5] A **disk drive** is a computer part that allows data to be read from and copied to a disk.

- **display**

[N-COUNT-U2] A **display** is the image on a monitor screen.

- **domain name**

[N-COUNT-U14] A **domain name** is used to label webpages and is part of an email address.

- **dpi (dots per inch)**

[ABBREV-U7] **Dpi (dots per inch)** is a measure of the density of dots used to print a digital image or text.

- **drafts folder**

[N-COUNT-U12] A **drafts folder** is a location for storing incomplete or unsent emails for later review.

- **dropdown menu**

[N-COUNT-U11] A **dropdown menu** is a menu of options that appears below an item when it is clicked on by a user.

- **email**

[N-COUNT-U12] An **email** is a message sent electronically over a computer network.

- **email address**

[N-COUNT-U12] An **email address** is the specific location where electronic mail is received.

- **email client**

[N-COUNT-U12] An **email client** is the program that allows a user to send, receive, store, and organize emails.

- **exceed**

[V-T-U14] To **exceed** is to go above a predetermined limit.

- **fan**

[N-COUNT-U5] A **fan** is a mechanical device used to move air rapidly in order to cool the inside of a computer.

- **feature**

[N-COUNT-U10] A **feature** is a characteristic or ability of a device that is outstanding and often desirable.

- **file transfer**

[N-UNCOUNT-U15] A **file transfer** is the act of transmitting files over the Internet or computer network.

- **flash drive**

[N-COUNT-U6] A **flash drive** is a data storage device containing flash memory.

- **flatbed**

[N-COUNT-U8] A **flatbed** is a type of scanner with a large horizontal piece of glass and a lid.

- **folder**

[N-COUNT-U11] A **folder** is an icon on a computer screen that can be used to access related files.

- **forward**

[V-T-U13] To **forward** an email is to send an exact copy of the email to another person.

- **function key**

[N-COUNT-U3] A **function key** is a key which is given a particular function by a piece of software.

- **GB**

[ABBREV-U6] A **GB** (gigabyte) is a unit of memory equal to one billion bytes.

- **GPS**

[ABBREV-U10] **GPS** (Global Positioning System) is a navigation or mapping system run by satellite, used to find exact locations.

- **GUI (Graphical User Interface)**

[ABBREV-U11] A **GUI (Graphical User Interface)** is a visual way of interacting with a computer using menus, icons and windows.

- **hard drive**

[N-COUNT-U5] A **hard drive** is the main device in a computer that stores data.

- **HD**

[ABBREV-U2] **HD** (High Definition) is a video system with a high resolution, resulting in clearer and more detailed images.

- **heat sink**

[N-COUNT-U5] A **heat sink** is a computer part that transfers heat to the air.

- **icon**

[N-COUNT-U11] An **icon** is a graphic symbol that denotes a file or program.

- **IM (Instant Messaging)**

[ABBREV-U15] **IM (Instant Messaging)** is a form of text-based communication between two or more people using computers or other devices.

- **inbox**

[N-COUNT-U12] An **inbox** is the location where emails are received.

- **ink**

[N-UNCOUNT-U7] **Ink** is a pigmented liquid that is used in inkjet printers.

- **inkjet printer**

[N-COUNT-U7] An **inkjet printer** is a printer that sprays ink to create a printed page.

- **JPEG**

[ABBREV-U9] **JPEG** (Joint Photographic Experts Group) is a format for compressing images.

- **junk mail**

[N-UNCOUNT-U12] **Junk mail** is unsolicited, impersonal mail, often sent to many people at once.

- **keyboard**

[N-COUNT-U3] A **keyboard** is a panel of keys for entering data into a computer.

- **laptop**

[N-COUNT-U1] A **laptop** is a small computer that can be carried and used in many locations.

- **laser mouse**

[N-COUNT-U4] A **laser mouse** uses laser light to track hand movements.

- **laser printer**

[N-COUNT-U7] A **laser printer** is a printer that prints using a laser beam and toner.

- **LCD**

[ABBREV-U2] A **LCD** (Liquid Crystal Display) is a display that uses liquid crystals to show output on a computer screen.

- **LED**

[ABBREV-U2] **LED** (Light Emitting Diode) is a display that uses diodes to show output on a computerscreen.

- **LED mouse**

[N-COUNT-U4] An **LED** (Light Emitting Diode) **mouse** uses light emitting diodes to track hand movements relative to an underlying surface.

- **maximum**

[ADJ-U14] **Maximum** refers to the highest level or value of something.

- **megapixel**

[N-COUNT-U9] A **megapixel** is one million pixels.

- **memory**

[N-UNCOUNT-U6] **Memory** is the part of a computer used for storage of data or program instructions.

- **monitor**

[N-COUNT-U2] A **monitor** is an electronic device that is used to display computer signals.

- **motherboard**

[N-COUNT-U5] A **motherboard** is the central circuit board of a computer.

- **mouse**

[N-COUNT-U4] A **mouse** is a device used to track hand movements and make selections on a computer screen.

- **MP3 player**

[N-COUNT-U10] An **MP3 player** is a device that plays music from digital files.

- **notebook**

[N-COUNT-U1] A **notebook** is a mobile computer for use in many places.

- **numeric keypad**

[N-COUNT-U3] A **numeric keypad** is a small keypad, located on the right-hand side of a standard keyboard, that features digits 0-9.

- **one-to-one**

[ADJ-U15] If a chat is **one-to-one**, it is between two individuals and conducted through instant messaging.

- **optical resolution**

[N-UNCOUNT-U8] **Optical resolution** is the built-in ability of a scanner to render detail.

- **optical drive**

[N-COUNT-U5] An **optical drive** is an obsolete type of drive that used CDs and DVDs to transfer and store data on a computer.

- **optical zoom**

[N-UNCOUNT-U9] **Optical zoom** is a method of changing the field of view of a camera by physically moving lenses.

- **organize**

[V-T-U11] To **organize** is to arrange icons or files into a logical order.

- **personal computer**

[N-COUNT-U1] A **personal computer** (PC) is a computer for individual use.

- **pixel count**

[N-UNCOUNT-U9] A **pixel count** is the number of pixels in each image.

- **POP 3 server**

[N-COUNT-U14] A **POP 3 server** is a server using the Post Office Protocol to download/receive email.

- **port**

[N-COUNT-U5] A **port** is an outlet on a computer that allows it to communicate with other devices by means of a plug or cable.

- **portable**

[ADJ-U1] If a computer is **portable**, a person can carry or move it.

- **portable hard drive**

[N- COUNT-U6] A **portable hard drive** is a magnetic disk drive for data storage that a person can carry or move.

- **power supply**

[N-COUNT-U5] A **power supply** is a device that provides energy to a computer.

- **ppi (pixels per inch)**

[ABBREV-U8] **ppi (pixels per inch)** measures the density of pixels contained in an image.

- **ppm (pages per minute)**

[ABBREV-U7] **ppm (pages per minute)** is a measure of how fast a printer prints.

- **print**

[V-T-U7] To **print** a document is to mark the surface of a piece of paper with ink to form words or images.

- **printer**

[N-COUNT-U7] A **printer** is a machine that prints digital images and text onto paper.

- **processing power**

[N-UNCOUNT-U1] **Processing power** is a measure or description of how fast a computer can complete instructions.

- **processor**

[N-COUNT-U5] A **processor** is a computer part that allows programs to be interpreted and run.

- **provider**

[N-COUNT-U15] A **provider** is a service or company that provides a chat program.

- **QWERTY**

[ABBREV-U3] A **QWERTY** keyboard uses the standard layout for English-language keyboards, with Q, W, E, R, T, and Y as the first keys from the left in the top row of letters.

- **real-time**

[ADJ-U15] A **real-time** text conversation is a conversation that is not delayed as in email.

- **recipient**

[N-COUNT-U13] A **recipient** is the person to whom an email is sent.

- **removable drive**

[N-COUNT-U5] A **removable drive** is a storage device that can be connected or disconnected from a computer easily.

- **reply**

[V-T-U13] To **reply** is to send an email in response to an email you have received.

- **reply all**

[PHRASE-U13] To **reply all** is to send an email to a group of people in response to an email you have received.

- **resolution**

[N-UNCOUNT-U2] **Resolution** is the sharpness or definition of a display, measured in pixels.

- **response time**

[N-COUNT-U2] **Response time** is the time it takes (in milliseconds) for a pixel to go from white (active) to black (inactive) and back again.

- **right-click**

[V-T-U11] To **right-click** is to bring up alternate options or operations by clicking with the button on the right-hand side of the mouse.

- **scan**

[V-T-U8] To **scan** is to encode a document, image or object and reproduce it digitally.

- **scan area**

[N-COUNT-U8] A **scan area** is the measurement of the total area that can be captured from a scanner's surface.

- **scanner**

[N-COUNT-U8] A **scanner** is a machine that captures documents or images and converts them to a digital form.

- **screen**

[N-COUNT-U2] A **screen** is the surface part of a monitor that displays a computer's output.

- **screen name**

[N-COUNT-U15] A **screen name** is a name used for chatting or instant messaging.

- **scroll wheel**

[N-COUNT-U4] A **scroll wheel** is a device on a mouse that allows the user to scroll.

- **scrolling**

[N-UNCOUNT-U4] **Scrolling** is the act of moving information in a certain direction across a computer screen for viewing.

- **SD card**

[N-COUNT-U9] An **SD card** is a card that expands the available storage memory of a phone or camera.

- **select**

[V-T-U11] To **select** is to use keystrokes or a mouse to mark something on a computer screen for a particular operation.

- **sent folder**

[N-COUNT-U12] A **sent folder** is a location where copies of emails sent to others are stored.

- **server**

[N-COUNT-U1] A **server** is a central computer that provides services or stores data for many other computers.

- **Shift key**

[N-COUNT-U3] The **Shift key** is a key used for typing upper-case letters or symbols when it is pressed at the same time as another key.

- **smartphone**

[N-COUNT-U10] A **smartphone** is a type of cellphone that has a more advanced computing and operating system that allows the user to access more information more quickly.

- **SMTP server**

[N-COUNT-U14] An **SMTP server** uses the Simple Mail Transfer Protocol to send email.

- **SSD (Solid State Drive)**

[N-COUNT-U6] An **SSD (Solid State Drive)** is a storage device that uses integrated circuit assemblies to store data typically using flash memory.

- **spam**

[N-UNCOUNT-U14] **Spam** is unwanted email, usually sent in bulk, and advertising products.

- **subject**

[N-COUNT-U13] A **subject** is a heading at the top of an email that identifies what the email is in regards to.

- **sync**

[V-T-U10] To **sync** two devices, like a smartphone and computer, is to connect them with a cable in order to transfer information from one to the other.

- **tablet**

[N-COUNT-U1] A **tablet** is a portable computer with a flat touch screen. A tablet is smaller than a laptop but larger than a cellphone.

- **time out**

[PHRASAL V-U14] To **time out** is to stop waiting for a response from a program after not having received any input for some period of time.

- **TB**

[ABBREV-U6] A **TB** (Terrabyte) is a unit of memory roughly equal to one trillion bytes.

- **thumb drive**

[N-COUNT-U5] A **thumb drive** is a type of solid state drive that is also a removable drive that can store and transfer data from a computer.

- **toner**

[N-UNCOUNT-U7] **Toner** is a powdered ink that is used in laser printers.

- **touchscreen**

[N-COUNT-U10] A **touchscreen** displays information which is accessed by simply touching icons viewed directly on the screen.

- **trash folder**

[N-COUNT-U12] A **trash folder** is a location where discarded emails are stored.

- **two-sided**

[ADJ-U7] If a printer has **two-sided** printing, it is able to print on both sides of a piece of paper automatically.

- **type**

[V-T-U3] To **type** data is to enter it into a computer using the keyboard.

- **typo**

[N-COUNT-U14] A **typo** is a mistake made when typing on the computer.

- **USB**
[ABBREV-U4] A **USB** device can connect to a port in a computer using Universal Serial Bus technology.
- **USB port**
[N-COUNT-U5] A **USB port** is a connection point on a computer for flash devices and other peripherals.
- **user**
[N-COUNT-U11] A **user** is a person operating a computer.

- **webmail**
[N-UNCOUNT-U12] **Webmail** is a program for accessing and creating email using the Web.
- **white balance**
[N-UNCOUNT-U9] **White balance** is the control of how light-colored objects appear on a digital camera.
- **workstation**
[N-COUNT-U1] A **workstation** is a powerful computer for processing difficult tasks.

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- **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.

Audio Files for Occupation Carpenter

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