

Elementary Conversations in English

Scope and Sequence

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Part 1: Scope and Sequence

Course Description

Welcome to the Elementary English course from Transparent Language!

This three-level course is intended for students in grades 3-5, with one level planned per academic year. The course focuses on facilitating natural conversations among students, their families, their teachers, and their friends. Over 30 units, students will encounter and master common vocabulary topics, functional grammar, integrated culture, and everyday dialogues, all along a central storyline that connects the three levels.

The Elementary English content was designed as the front-end piece for a flipped classroom, with classes meeting in person after students have learned the course materials independently. Learners in traditional brick-and-mortar schools or those who are homeschooled will find a complete course focused around the everyday lives of fellow elementary school-age kids. In the charts that follow, teachers will find a flexible plan of how to incorporate all elements of the course in a blended-learning methodology.

This course contains approximately 1,600 words and phrases in English. It is meant to be used by students at various language proficiencies from 0+ to 1+ (low beginner to low intermediate). To best meet this wide range of needs, the Elementary English course has three major components per level:

1. **Vocabulary:** The first 3-4 lessons of each unit are vocabulary lists aimed for a 0+ to 1+ proficiency level (15+ vocabulary words/phrases per lesson). The vocabulary lessons provide topical, grammatical, and lexical scaffolding for the related grammar, conversations, and culture lessons that follow.
2. **Grammar, Conversations, and Culture:** In the final two lessons of each unit, students will interact with relevant grammar points, read short passages and conversations that contextualize the vocabulary, and learn more about the culture of the United States through thematic activities. At the end of these lessons, the student will take an assessment to confirm that they are ready to move on to the next unit.
3. **Learned Items:** Refreshing “Learned Items” in Transparent Language Online will be critical to maintaining a student’s lexical reservoir.

Course Specifics

Each level of the Elementary English course requires approximately 40 hours of independent study and approximately 20-30 hours of in-class activities, including the in-class activities suggested in this document.

The entire course requires approximately 120 hours of independent study with approximately 80-90 hours of in-class activities, including the in-class activities suggested in this document.

NOTE: Teachers should review lessons before assigning for the amount and difficulty of the material as well as alignment with planned classroom activities.

Curriculum Map Overview

The purpose of this curriculum map is to provide guidance on how to integrate the Elementary English course into three different school years and age groups of students. It's based on the following premises:

- The academic year is split into two semesters, each ten weeks long.
- Students meet in person to do communicative activities, after having completed the online pre-assignments listed below.
- Students should refresh Learned Items on a regular basis, with refresh and review time actually built into the schedule whenever possible.
 - *Younger students should refresh more often.*
- Each vocabulary lesson requires approximately 30 minutes for the average learner. Each grammar lesson or conversations and culture lesson requires about an hour for the average learner.
- When making recommendations, the course has taken age-appropriateness into account.
 - *For example: Making sure students have mastered telling time in their own language before introducing it in English.*
- Students at the lowest level will need longer to complete assignments while students in the higher grades will be able to move faster.
- The curriculum map takes into account the content and flow of the course and divides the material where it naturally occurs.

Welcome to this Elementary English course! Your students are going on an adventure of learning English with their new friend, Henry Wood. Each unit will teach more words and expressions your students need to talk to their families, go to school, and make new friends.

Please refer to the workbook to view the contents of each lesson.

3rd Grade - Level 1
509 vocab items
39 estimated total hours of study

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 8	Grammar	2
	Conversations and Culture	

Unit 5		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 10	Grammar	2
	Conversations and Culture	
Semester 2		
Unit 6		
Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 2	Grammar	2
	Conversations and Culture	
Unit 7		
Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 4	Grammar	2
	Conversations and Culture	
Unit 8		
Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 6	Grammar	2
	Conversations and Culture	

Unit 9		
Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 8	Grammar	2
	Conversations and Culture	
Unit 10		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 10	Grammar	2
	Conversations and Culture	

4th Grade: Level 2
544 vocab items
38.5 estimated total hours of study

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 8	Grammar	2
	Conversations and Culture	

Unit 5		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 10	Grammar	2
	Conversations and Culture	
Semester 2		
Unit 6		
Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 2	Grammar	2
	Conversations and Culture	
Unit 7		
Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 4	Grammar	2
	Conversations and Culture	
Unit 8		
Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 6	Grammar	2
	Conversations and Culture	

Unit 9		
Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 8	Grammar	2
	Conversations and Culture	
Unit 10		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 10	Grammar	2
	Conversations and Culture	

5th Grade: Level 3
573 vocab items
38.5 estimated total hours of study

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 8	Grammar	2
	Conversations and Culture	

Unit 5		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 10	Grammar	2
	Conversations and Culture	
Semester 2		
Unit 6		
Class Schedule	Lesson	Hours of Study
Week 1	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 2	Grammar	2
	Conversations and Culture	
Unit 7		
Class Schedule	Lesson	Hours of Study
Week 3	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 4	Grammar	2
	Conversations and Culture	
Unit 8		
Class Schedule	Lesson	Hours of Study
Week 5	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 6	Grammar	2
	Conversations and Culture	

Unit 9		
Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 8	Grammar	2
	Conversations and Culture	
Unit 10		
Class Schedule	Lesson	Hours of Study
Week 9	Vocab List 1	2
	Vocab List 2	
	Vocab List 3	
	Vocab List 4	
Week 10	Grammar	2
	Conversations and Culture	

Welcome to this Elementary English course! Your students are going on an adventure of learning English with their new friend, Henry Wood. Each unit will teach more words and expressions your students need to talk to their families, go to school, and make new friends.

Please refer to the content reference in the next section to view the contents of each lesson.

3rd Grade Level 1 Overview

Semester 1

Unit 1

Nice to Meet You!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Introduce yourself, say how you're doing, and ask how someone else is.	Practice the subject pronouns "I, you, he, she, it, you, we, they".	Learn about how Americans greet each other.	Pair up and create a short dialogue to introduce yourself. Say your name, ask the other person's name, and ask how they're doing.
Ask someone's name.	Practice conjugating and using the simple present forms of the verb "to be": "I am, you are, he/she/it is, you are, we are, they are".		
Say where you're from and ask where someone else is from.			

Unit 2

Me and My Family

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn to count from 1 to 12.	Learn how to say that something belongs to someone, using the possessive adjectives "my, your, his, her, its, your, our, their".	Learn about the American family.	Total physical response: Have students line up by age by asking other students how old they are. Teach the word for "fingers" and have students hold up the right number of fingers.
Say how old you are.	Find out how to make nouns plural by adding "-s" to the end: "sister > sisters".		
Learn to use the question word "Who?"			
Say who is in your family.			

Unit 3

Describing People and Things

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe people using common adjectives, like "tall", "happy", and "smart".	Practice conjugating and using the simple present forms of the verb "to have": "I have, you have, he/she/it has, we have, you have, they have".		Practice writing descriptive sentences about people with the correct forms of familiar adjectives.
Describe people by talking about their hair and eye color.	Form negative sentences using "not": "He is not old. > He is not old."		Talk about favorite colors in the class. Have the students sort themselves according to their favorite color. (Make sure they ask, "What is your favorite color?")
Learn how to say what your favorite color is.	Practice forming contractions like "I am > I'm", "we are > we're, you are > you're, she is > she's, it is > it's".		Guess who it is based on the description (hair color, eye color, etc.) OR Have the students sort themselves according to what color hair (or eyes) they have.

Unit 4

What is Your House Like?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say if you live in a house or apartment.	Practice using "to have" in sentences and questions: "I have...", "Does she have...?"	Learn about an American house and American pets.	"My ideal house": Draw and label the rooms and furniture, which rooms belongs to what family member. Where the pets (if any) sleep, etc.
Describe the rooms in your house.			Students can ask "What is your favorite animal?" and practice saying their favorite animal.
Learn to use the question word "Where?"	Describe things using possessives like "my, your, his, our, their" + an adjective: "Her family is big.", "My favorite animal is...".		Dice game: Place 6 animal pictures on the board or around the room. Write a number 1–6 beside each picture. Divide the class into two teams and call up a student from each group. The teacher rolls the dice and the students match the number on the dice to the number on the board. The student who says the correct name and sound of the animal by that number wins a point for the team.
Learn the English names for different types of animals and the noises they make. What does the dog say?			Extra Credit: Using their own or their parents' cell phones, have students with pets introduce their animals to the class, interview-style. Have them include their pet's name, what kind of animal they are, and what color they are. What sounds do they make (in English)?
Say what your favorite animal is.			

Unit 5

Today I Feel...

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about how you are feeling and ask someone how they are feeling.	Say how you feel and why, using the conjunction "because": "I feel happy because..."		With the group, talk about where people are and what they're doing at different times of the day. How do they feel at those times?
Learn to use the word "because".	Learn to say when things happen, using adverbs of time, like "today" and "on Saturday".		

Semester 2

Unit 6

Let's Eat!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Express what you like and what you don't like.	Practice forming the present continuous to describe an action happening right now: "I eat > I am eating".	Learn about common American foods and eating habits.	Talk about awesome and scary things! Have students talk about things they like, things they don't like, and things that are scary!
Say if you're hungry or thirsty.	Learn how to ask and answer yes/no questions: "Are you hungry? > Yes, I am hungry. No, I am not hungry."		Practice some food words. What do students like and dislike? Have the students make a list of the "yuckiest" and "yummiest" foods they can think of.
Learn words about food. Yum!			

Unit 7

My Weekly Routine

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the days of the week.	Get more practice with adverbs of time and the present tense: "Tomorrow, I am going...", "I sometimes watch TV."		Project: Create a daily routine chart. Have students practice the days of the weeks and common activities by marking them on a chart. Include chores, school, food/meals, fun activities, etc.
Talk about things you do and when you do them.			

Unit 8

In My Free Time

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about what you like to do in your free time, like playing sports and listening to music.	Say what people like to do using "to like/to want" plus an infinitive: "We like to learn English."	Learn about American sports and clubs.	Have kids identify infinitive verbs from a list of verbs.
Use the imperative "Let's" to make simple suggestions.			Practice "to want" + an infinitive verb to talk about what students want to do.
			Have students practice negating verbs that they know. How do you say "I am not."? How do you say "I do not draw."? You can create a "true or false" questionnaire where students can check off the things that they do and do not do.

Unit 9 Making Friends

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn how to say someone is your best friend.	Ask questions using "What?", "Who?", "Where?", "At what time?", "What do you like to do?"		Have students introduce their best friend (real or imaginary) to the class. Play a game like "Is this your ___? No, it is his ____." to practice possessive adjectives and number.
Learn to use the question word "What?"	Get more practice with possessive adjectives: "What is your phone number?"		Get to know your friends with the "two truths and a lie" game. Have students come up with two truths and a lie about themselves. The lies and truths can be about what they look like, certain adjectives, or things they like to do. (Example: Matt doesn't have long hair, He has blue eyes, He likes spiders.)
Learn how to ask for a new friend's phone number.			

Unit 10 Talking About School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Tell someone you're a student and say what grade you're in.	Say you need to do something by combining "to need" with an infinitive verb: "We need to do our homework."	Learn about American schools.	Total Physical Response: Ask students to line up 1st-12th (If there are more students than that, break the class into smaller groups). Each student should state their place.
Talk about some subjects you learn in school.	Learn ordinal numbers from first (1st) to twelfth (12th).		Talk about types of classes that students go to at school. What classes do they take? What is their favorite? What class is easy?
Learn the words for some common school supplies.			

4th Grade Level 2 Overview

Semester 1

Unit 1

What Time is It?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about the time. Is it early or late?	Review the simple present and present continuous tense of all learned verbs, contractions, and interrogative sentences.	Learn about telling time and typical American schedules.	Practice telling time with a clock or images of a clock. Students should be able to tell "whole hours" (2 o'clock, 5 o'clock, etc.).
Learn to use the question word "When?"			Who can count the highest in the class? Can you have a race to see who can count the fastest?
Learn how to count to 100.			Have students count by evens, odds, etc. Have students state their phone numbers, zip codes, etc.
			Play Bingo!

Unit 2

What Day is it Today?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask and answer questions about dates.	Adverbs of time Practice more time expressions: "She likes to read before bed."		With the group, talk about where people are and what they're doing at different times of the day.
Talk about future activities using adverbs of time.	Future with "going to" Express future actions with "going to": "We are going to do our homework after school."		

Unit 3 Getting Dressed

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the words for parts of the body.	Start using demonstrative pronouns: "this, that, these, those": "That is my sweater."		Memory: Have the students close their eyes and try to remember what the teacher and their classmates are wearing. Questions can be asked by the teacher, other teams, or a partner.
Describe what you are wearing.			Students can flip through a magazine or book and describe the outfits they see. They should use demonstrative pronouns to say what they like best ("I like this red sweater more than that green sweater.")
Talk about your own and others' possessions.			

Unit 4 Getting Ready for School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about your morning routine.	Tell people what to do by using the imperative: "Brush your teeth!"	Learn about some typical breakfast foods in the United States.	Students practice conjugating the new verbs and describe where in their house they typically do these things.
Learn some common breakfast foods. What do you like to eat in the morning?			For students: Pretend to be a parent and boss your partner/teacher around. Can you tell them to do something? Don't forget to say "please"! (you can also pretend to be at a restaurant and order food)
Learn how to give a command.			

Unit 5 My Day at School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe a typical day at school.	Find out more about definite and indefinite articles and when to use them: "The window is closed.", "We have a black dog."	Learn about school routines for kids in different grades.	Have students write down their school schedules and what time they have them. Do they have lunch at the same time (before/after)? Do some people have the same classes but at different times?
Identify some school supplies.			Backpack Bingo: Make a scorecard with common school supplies. Working with a partner, students can look through both their backpacks and try to fill up the scorecard with the items they have.
Practice definite and indefinite articles.			

Unit 6 On The Weekend

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about what you do after school and on the weekend.	Practice time expressions to say when things happen: "After lunch, we have recess."	Learn about some fun activities that Americans like to do on the weekend.	Students can do research online to learn more about American foods! What do people in the United States usually eat for breakfast, lunch, and dinner?
Learn some more food words.			In the bag game: Place daily items in a bag. Ask students to pull one out and state "my + object", what action/ verb belongs with it, and which room the activity occurs in in English. *teachers may need to help with additional vocabulary related to household objects (e.g. toothbrush, fork, pillow, etc.)

Unit 7

What Languages Do You Speak?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say which country someone is from.	Identify location by using prepositions like "in, with, to, from": "My mother is from Mexico."	Learn some facts about famous American landmarks.	Have students say where they are from. They can also say where their friends, family, neighbors, doctors, librarians, etc. are from.
Talk about what languages you speak.			Survey: Have students list out the languages that they speak (they may need help if they speak languages other than what's taught in the course). Practice deriving the language name from the country. You can say (in English) "These men are from China. They speak..." and have the students supply the language.
Say you don't understand something.			Explore the time zones of the world! If students have an internet connection or a map, ask what time is it in certain countries (this can be tricky, it may be easier to stay within 1-2 time zones)
Find out some common prepositions to say where things are or where someone is from.			
Describe some things found in nature.			

Unit 8

Talking to My Family

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the words for more family members.	Get familiar with the object pronouns "me, you, him, her, it, us, them".		Talk about comparatives in English. The students can compare members of their family by saying who is faster, taller, younger, etc.
Compare members of your family to each other. Who is taller?	Practice using comparative adjectives: "I am taller than him."		Have students create family trees to present to the class.
Practice talking on the phone.			

Unit 9

When I Grow Up...

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Identify other people's jobs.	Practice combining "to want" + "to be" to say what you want to do when you grow up: "She wants to be a scientist."		Students can say what adjectives (qualities) people with certain jobs have to have. (example: The actor is famous, The writer is creative.)
Say what you want to be when you grow up.			Find pictures of famous Americans, like scientists, singers, and athletes. Students can learn verbs and adjectives to describe the work they do and where they work.
			Have students compare and contrast celebrities (He is a man; She is not a man, she is a woman, they are rock stars).
			"Have students describe their parent or other adult in their family. What do they look like? What are their jobs (real or pretend)? Where do they work? Help students brainstorm additional vocabulary if needed.

Unit 10

It's My Birthday!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn some important dates in the United States.	Learn how to form the simple future with "will": "We go to a party. > We will go to a party."	Learn how Americans celebrate different holidays.	Have students identify which holidays occur in which months.
Find out how to ask "What is the date today?"			Talk about holidays in the US: What's your favorite holiday? When is it? What will you do? What do your parents say to get you to help prepare for holidays? (e.g. "Do the dishes!" "Go outside!")
Say when your birthday is and wish someone a happy birthday.			Have students talk about their birthdays: When is it? What will you do? Who will be there? What do you want for your birthday?
			Group Birthday/Holiday Celebration: What do you want for your birthday? With a partner, students can do a drawing of what they each want for their birthday. Give drawings as gifts. Eat cake or some festive food. Sing the Happy Birthday song in English!
			Make a classroom birthday chart. Draw a birthday card and write a message inside.

5th Grade Level 3 Overview

Semester 1

Unit 1 Seasons

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about the seasons and their common activities.	Practice all forms of the simple future.	Learn about some fun things Americans like to do in each season.	Students can write a pen pal letter and say what they like to do/will do in the spring, summer, fall, and winter.
Learn to say what you will do in the future.			

Unit 2 What's Outside?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask and answer questions about the weather.	Learn how to use the simple past of "to be" for "I", "you", "he/she/it": "I was, you were, it was".	Learn about typical climates and weather in different regions of the US.	Have the students write sentences describing how people were in the past (happy, sad, etc). Describe where they were (at school, at home, in the park, etc).
Learn words for parts of our planet.			Have students form past-tense sentence about what they did yesterday morning. They can make a poster or a drawing to go along with the story.
Find out how to say what you did yesterday.			

Unit 3

Travel and Transportation

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe some forms of transportation. How do you get around town?	Learn how to use the simple past of "to be" for all pronouns.		Have students say how they get around. If someone drives them, who picks them up from school or sports practice? Who do they usually ride with?
Talk about someone else, using "to be" in the past tense.	Practice forming the simple past for regular verbs by adding "-ed" to the end: "I play > I played".		Pick pictures of places and forms of transportation from a bag and make sentences with them. Students can get partners and ask "Where are you going? How are you getting there?" Students can then put the pictures together and say "I am going to [location]. I am [form of transportation - walking, riding a bike, swimming, etc.]"
Start learning how to use the verb "to go" in the past tense.			

Unit 4

I'm Sick!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say you're not feeling well and why.	Learn how to express obligation using "to have to" + an infinitive.		With a partner, students should pretend to be sick and mime how they're feeling (clutching their stomach) and a partner has to say the English phrase for what's wrong (stomachache). Then switch!
Learn some common words about going to the doctor.			
Express obligation or urgency with the phrase "to have to..."			

Unit 5 Going Shopping

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about going shopping.	Practice the past tense of "to go".	Learn about going shopping in the United States.	Students make a shopping list and go to the store (for groceries, sporting goods, books, toys etc). They can tell the shopkeeper what they need and ask how much it costs. The shopkeeper and shopper can pay for the imaginary items with play money, if possible. Switch roles halfway through so all students can go shopping.
Ask how much something costs. Is it expensive or cheap?	Learn to express obligation using "to need to" + an infinitive.		
Learn some words related to money.			
Learn to express obligation using the phrase "to need to..."			

Semester 2

Unit 6 How Do I Get to...?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask for and give directions.	Practice negative imperatives.	Learn about different kinds of transportation and some typical ways Americans get around.	Practice prepositional phrases in the classroom. Talk about things that are on top of, in, next to, behind, in front of, to the left of, and to the right of other things.
Learn words for some places around town.			Look at a map of the town. What are some of the landmarks? What is near the school? What is near the students' houses?
Practice the imperative mood, to tell people what to do and what not to do.			Have the students give instructions for their route from home to the school to a partner, then switch.

Unit 7

Going Out to Eat

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about eating in a restaurant.	Get introduced to the modal verbs "may" and "can".	Learn about eating out in a restaurant.	Brainstorm a list of common ingredients in the class.
Describe some meals you eat with your family.			Have students describe their favorite meal or a typical meal that their family makes. What ingredients are in it?
Learn how to ask polite questions with "May I...?" and "Can I...?"			Have students create a dinner menu for a restaurant. List out 4-5 foods that will be served at the restaurant and what is in them.

Unit 8

All About Technology

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn words for different kinds of technology. What do you use at home and what do you use at school?	Start using the modal verb "should".		Divide students into two groups – one group gets to say the "You should..." statement, and the other group gets to respond if they have, haven't, or will do that thing. Rotate through student pairs so everyone gets to ask and to respond.
Tell someone what to do, using the word "should".			

Unit 9

How Do You Say...?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn how to ask "How do you say... in English?"	Practice forming sentences/questions with adverbs: "They talk loudly!"		Have students introduce themselves and a friend to someone else. They can make up a story about who they are and what they're doing there.
Learn how to say "I'm sorry."			Students can grab a partner and pretend to be a friend or family member who talks too fast – what would someone say to them to slow them down?

Unit 10

We're Going on Vacation!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about your travel plans and what you'll do on your summer vacation.	Refresh your knowledge of all the verbs and tenses you've learned in this course.	Learn about school vacations and popular travel destinations for Americans.	Have students plan a surprise trip to the United States for them and their parents (or sibling, or best friend). Where will they go? What will they bring? Why are they going? What will they see? What will they eat? How do they feel about it? Who will pick them up at the airport?
Say what you'll pack in your suitcase.			
Wish someone a good trip!			

To Prepare for Class

1. Review this Scope and Sequence document.
2. Review the vocabulary students have been assigned in previous class. They will know how to use these phrases.
3. Review the grammar they have read about in the courseware in the previously assigned lessons.
4. Review suggested classroom activities in Scope and Sequence and add any others that you want to plan for the group.

Part 2: General Teaching Exercises and Suggested Activities

While every class is different, the strategies suggested here can be useful in a variety of situations. Most classes will follow the same general pattern:

- Ice-breaker activities
- Main exercises: skill-targeted, topic-specific, and/or discussion exercises
- Review and conclusion

Each of these sections is covered in more detail below.

It's also important to provide opportunities for all students to contribute and interact, both with you and with each other.

This balance may be accomplished by including activities which require students to work in pairs or groups, as well as those that require individual effort.

Ice-breaker Activities

It is often a good idea to begin the class with one or more quick ice-breaker activities to get students into the right mindset and to assess whether students have actually done the required preparations. If you use more than one ice-breaker activity, organize them from least cognitively burdensome to the most (easiest to most difficult). Try to keep the activities quick and fun.

Some suggested ice-breaker activities:

- Have students identify vocabulary from images related to the lesson they studied before class, or have them match images to word clusters or phrases.
- Have students practice vocabulary usage by producing meaningful sentences using words from the lesson.
- Ask students to make a mind map of main themes of the lesson they studied.
- Show students a series of pictures or a short video without sound and ask them to tell you what the presentation was about, in the language they are learning.

Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing.

The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded Sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson or from another source, such as SoundCloud (<https://soundcloud.com/>). Again, pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes as well as asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representation (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. For each sentence, students must choose the correct item.
- **Information Gap:** Show a passage in the foreign language, with some of the key words omitted. Read the passage out loud, so that students can listen for and fill in the missing words.

Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as “Names of Mammals”) for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness in the white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four-person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.

- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the ‘pretend’ interview in which the student writes up what an interview with a particular interview might be like, such as interviewing a famous person in the target culture.
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing ‘distractors,’ images that don’t belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a situation, and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may or may not decide whether to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic, and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

Reading

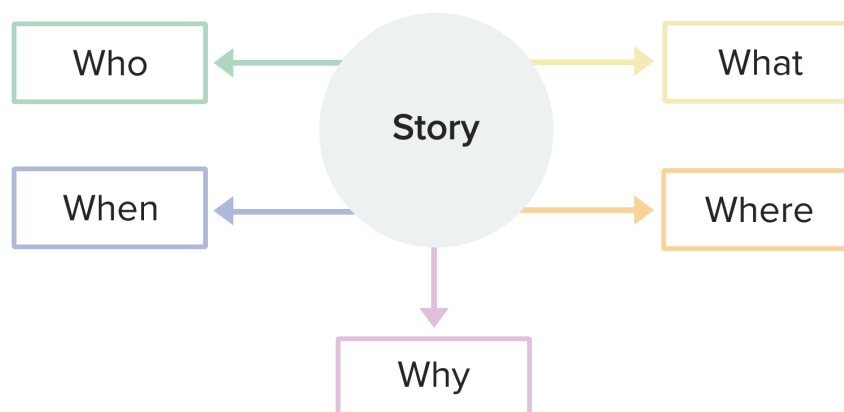
Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts, as well as opening up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them favorite to least favorite and give reasons why, or have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>
- **Text Analysis:** Have students read a short text, such as an advertisement or a set of news headlines, then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.

- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.

GRAPHIC ORGANIZER



Writing

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as “Bread and...” Have your students quickly write the first word that comes into their heads (in this case, “butter”). Continue with other “halves” of binomials, but slowly widen the scope so that there may be more than one choice.

- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy Products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers

Review and Conclusion

Just like we warm up before a workout, it's a good idea to incorporate some "cool down" exercises into your classroom routine. For you, these activities help check understanding and confirm the students have learned what you intended to teach in that day's lesson. Creating closure at the end of class helps connect ideas and build a bridge between today and tomorrow's learning.

Ideas for some summative activities could include:

- **What have you learned today?:** In the last few minutes of class, pose the open-ended question "What have you learned today?". Students may respond with specific words or phrases, their communicative goals, or a theme that resonated with them personally.
- **Sharing time:** Ask students to share something they worked on today with a partner or in front of the group. This can be an art project, a quick doodle that captures a theme the class discussed, a homework assignment, or something they've written in class.
- **Exit Ticket:** Students write their name, what they've learned, and any open questions they still have on an index card. They can drop the card in pre-labeled containers for "Green Light - Got It!", "Yellow Light - Let's Review!", "Red Light – Stop and Help!", based on how they feel about the day's learning experience.
- **Seeing Similarities:** Students fill in the blank in the following sentence: "This [word, idea, topic, skill] is like _____ because _____."
- **Journal:** At the end of each lesson, students can write a journal entry. This can be free writing on two things of their choice that they learned. You can also suggest the following three prompts: 1. What did I learn today? 2. So what? (What does this help me do? Why is it relevant and useful? Has it changed my thinking or surprised me?) 3. Now what? (How does this fit into what we've learned so far? Can I guess or predict where we'll be going from here?). When the course is over, students can look back through their journals at the measurable progress they've made.