

# Essentials Course

Scope and Sequence

## About This Course

The Essentials Course is designed as a quick and useful starting point for beginner learners who are looking to use the new language while traveling. It will equip them with the most frequently used words and phrases connected to scenarios they will find themselves in while traveling in-country. The course is meant for young adult or adult learners.

The course contains over 450 words and phrases organized into 11 units of three lessons each. Each unit is equivalent to approximately 2 learning hours.

Review the curriculum map below to see a breakdown of topics and learning goals per unit. This document also includes a lesson planning aid with suggested activities for instructors who are interested in using the Essentials materials in class.

## Classroom Implementation

There are 11 units in this course. Each unit contains a set of three vocabulary lessons and ends with a unit assessment. Begin the course by introducing students to the language's writing system, either with the "Alphabet Course" familiarization and assessment modules available on Transparent Language Online or your favorite introductory materials.

The suggested activities for each unit below can be used in class to help practice and reinforce the unit topics and vocabulary. Students should also refresh "Learned Items" in Transparent Language Online on a regular basis to maintain their lexical reservoir and keep vocabulary fresh and active.

## How do I map out my lesson plans with this course?

First, think about your schedule. Are you on an everyday class schedule of approximately 45 minutes? Each vocabulary lesson takes approximately 30 minutes to complete. Students can complete the vocabulary lessons in preparation for in-class time, or the vocabulary can be interspersed between activities to make them part of the learning day. You can simply modify these recommendations for alternate schedules as needed.

## How do I use Courseware to improve in-class performance?

You may have noticed that we recommend that students do the Courseware activities on Transparent Language Online first and then the classroom application activities. This allows students to "front load" their knowledge of the language before each class. You can then help them apply that knowledge in class through communicative activities and task-based strategies. The result is a more rewarding classroom experience, with more time spent actively engaging with the teacher and peers. There are also built-in review activities called "Refresh Learned Items" that facilitates long term language recall by constantly requiring students to remember vocabulary and phrases learned in previous lessons.

## Unit 01: Hello!

### After completing Unit 1, you will be able to:

- Use common formal and familiar greetings.
- Politely ask for something.
- Get acquainted with someone.
- State that you've been hurt.
- Express wants.
- Ask for directions to a location.
- Use basic communication facilitation phrases.

### Vocabulary:

- Essentials: Unit 01, Lesson 01
- Essentials: Unit 01, Lesson 02
- Essentials: Unit 01, Lesson 03

### Suggested In-Class Activities:

- Students use Google Maps to locate countries/regions where the language is spoken.
- Model correct pronunciation. You model the pronunciation of words or phrases in the learning language, and each student repeats it in succession.
- Students spell their name in the learning language.
- Students introduce themselves to each other. Then, go around the room: Student A introduces Student B, Student B introduces Student C, etc.
- Students say where they are from.
- Students role play being lost, asking if someone speaks English and stating if they speak the learning language.

## Unit 02: Organize Your Trip

### After completing Unit 2, you will be able to:

- Talk about your reservation.
- Buy a ticket.
- Talk about price and making a payment.
- Ask the time.
- Ask for information about ground transportation.

### Vocabulary:

- Essentials: Unit 02, Lesson 01
- Essentials: Unit 02, Lesson 02
- Essentials: Unit 02, Lesson 03

### Suggested In-Class Activities:

- Students look at a sample plane or train ticket or travel itinerary to the target country. They should identify destination, departure and arrival times, travel duration, and the price of the ticket.
- Students research an authentic timetable for bus or train travel in-country.
- Students role play purchasing a plane or train ticket in-country.
- Students practice counting to 100. They can look at a table of numbers with some blanked-out and go around the room to fill in the missing entries.

## Unit 03: Getting around in the City

### After completing Unit 3, you will be able to:

- Use additional communication facilitation phrases.
- Ask about ground transportation in a city.
- Use basic phrases for taking a taxi.
- Give basic instructions to a taxi driver.

### Vocabulary:

- Essentials: Unit 03, Lesson 01
- Essentials: Unit 03, Lesson 02
- Essentials: Unit 03, Lesson 03

### Suggested In-Class Activities:

- Students look at a map of a city in the target country and choose a landmark or sightseeing destination. They can research more about their destination and share with the class.
- Students role play a taxi ride to their destination of choice (hotel, train station, airport, etc).
- Students match images of different transportation methods to the correct term in the learning language.
- Students practice telling time in the learning language.

## Unit 04: Staying at a Hotel

### After completing Unit 4, you will be able to:

- Make a reservation at a hotel.
- Ask about check-in and check-out times at a hotel.
- Order room service.
- Ask for your key and return it.
- Extend your stay.

### Vocabulary:

- Essentials: Unit 04, Lesson 01
- Essentials: Unit 04, Lesson 02
- Essentials: Unit 04, Lesson 03

### Suggested In-Class Activities:

- Students match images of common objects related to a hotel stay with the word or phrase in the learning language.
- Students compare and contrast two images of hotels or common accommodation in-country and state the differences in the target language.
- Present students with four hotel listings for an upcoming trip to the target country. Students discuss and then choose based on criteria like price, number of people traveling, distance to their destination, amenities, etc.
- Students role play making a hotel reservation and then checking in for their stay.

## Unit 05: Eating Out

### After completing Unit 5, you will be able to:

- Ask for a menu in a restaurant.
- Order from the menu.
- Ask for information about the dishes.
- Complain about the quality of the food.
- Ask to speak to the manager.
- Pay and leave a tip.

### Vocabulary:

- Essentials: Unit 05, Lesson 01
- Essentials: Unit 05, Lesson 02
- Essentials: Unit 05, Lesson 03

### Suggested In-Class Activities:

- Students sort a list of food-related vocabulary items by category, like fruit, dairy, meat, etc. They can state which foods they like and dislike.
- Students come up with a sample menu for their restaurant. They should also list out the important ingredients they'll need to cook these dishes.
- Role play a dialogue in a restaurant. One student orders food and drinks, another student plays the waiter/waitress.
- Students research a traditional or typical dish served in the target country.

## Unit 06: Dealing with Money

### After completing Unit 6, you will be able to:

- Use basic phrases related to exchanging money.
- Use basic banking vocabulary.
- Ask about a bank's hours of operation.
- Express your gratitude.

### Vocabulary:

- Essentials: Unit 06, Lesson 01
- Essentials: Unit 06, Lesson 02
- Essentials: Unit 06, Lesson 03

### Suggested In-Class Activities:

- Students learn about currency in the target country.
- Students role play a transaction at the bank (exchanging money, opening an account, cashing a check, or similar).
- Students look at an authentic form and identify which fields are required, like name, address, telephone number, etc.
- Students research opening and closing times for important places around time. List activities/actions that can be performed in different environments at different times.



## Unit 07: We're Going Shopping

### After completing Unit 7, you will be able to:

- Use basic vocabulary related to shopping at a store or at the market.
- Talk about sizes and materials.
- Bargain.
- Ask about locations within a supermarket and understand directions.

### Vocabulary:

- Essentials: Unit 07, Lesson 01
- Essentials: Unit 07, Lesson 02
- Essentials: Unit 07, Lesson 03

### Suggested In-Class Activities:

- Students read an authentic ad from a store in the target country. Have them identify all the words they recognize and understand.
- Students ask each other about their favorite colors. They sort themselves into groups by who shares the same favorite colors.
- Students organize images of shopping in-country into the correct sequence in which they occur, then talk about what they see.
- Students role play shopping for an article of clothing. They can ask for a different color or size until they have something that fits.

## Unit 08: I Need Help!

### After completing Unit 8, you will be able to:

- Talk about your health.
- Ask for medical attention.
- Request emergency assistance.
- Ask someone to call help for you.
- Communicate what you are missing in case of theft or lost items.

### Vocabulary:

- Essentials: Unit 08, Lesson 01
- Essentials: Unit 08, Lesson 02
- Essentials: Unit 08, Lesson 03

### Suggested In-Class Activities:

- Students look at a diagram of the human body and identify the body parts they know.
- Students look at photos of people suffering from ailments (e.g. clutching stomach to indicate stomachache, holding ankle to indicate twisted ankle, etc. ) and try to diagnose what they see.
- Students role play being in an emergency situation and asking for help.
- Students role play losing an important item. They provide a description of what it looks like and its contents, if applicable, then provide their contact information for the police to follow up.

## Unit 09: Out and About

### After completing Unit 9, you will be able to:

- Ask for directions around town.
- Understand basic directions.
- Use basic vocabulary related to driving.
- Give basic directions.

### Vocabulary:

- Essentials: Unit 09, Lesson 01
- Essentials: Unit 09, Lesson 02
- Essentials: Unit 09, Lesson 03

### Suggested In-Class Activities:

- Students play two truths and a lie. All the students look at a map and then take turns saying two true things about places around town (e.g. “The train station is next to the library.”, “The museum is near the park.”) and one incorrect thing (“The restaurant is to the right of the grocery store.”) The other students should correct the false statement.
- Have students describe where things are located in a room (e.g. “The desks are in the classroom.”).
- Students identify vocabulary from images related to the lesson they studied before class, or they match images to word clusters or phrases.
- Students follow along on a map as you read aloud a description of how to get somewhere.

## Unit 10: Pleased to Meet You!

### After completing Unit 10, you will be able to:

- Greet someone in a friendly manner.
- Make polite conversation.
- Discuss the weather.
- Compliment someone's home.

### Vocabulary:

- Essentials: Unit 10, Lesson 01
- Essentials: Unit 10, Lesson 02
- Essentials: Unit 10, Lesson 03

### Suggested In-Class Activities:

- Students play the information gap game for a family tree: each student in the class only has part of the necessary information about who is related to who. Students must combine and synthesize their individual bits of information in order to fill in the family tree.
- Students look at a weather report from the target country. They should explain what the forecast looks like for the next few days.
- Call out a date, then students will find it on a calendar.
- Students each research a holiday or festivity in the target country and make a short presentation to the class.
- Students match images of people in certain professions to the words for those professions in the learning language.

## Unit 11: Do You Understand?

### After completing Unit 11, you will be able to:

- Make polite conversation and introduce someone.
- State that you've lost your passport.
- Use basic phrases to facilitate communication.
- Express gratitude.

### Vocabulary:

- Essentials: Unit 11, Lesson 01
- Essentials: Unit 11, Lesson 02
- Essentials: Unit 11, Lesson 03

### Suggested In-Class Activities:

- Students read a short news article in the learning language and identify all the words they know. They should use communication facilitation phrases to say they don't understand and ask what other words mean.
- Students write down their schedule for a typical week and which activities they do on specific dates of the week and at different times of day. Then they can share and compare with a fellow student.
- Students plan a trip – where will they go and what will they bring? Who are they traveling with? What will they eat and see there?
- Students role play traveling to and arriving at the airport for their flight, checking in, and boarding the plane. They should use clarifying phrases as needed to be able to answer all questions.