

RosettaStone[®]



ENGLISH

Level 5

ENGLISH

AMERICAN

Teacher's Guide

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The Rosetta Stone Story

For centuries, vital secrets to unlocking the mysteries of ancient Egyptian hieroglyphics lay hidden beneath the desert sand on an intricately carved slab of gray igneous rock. Soldiers serving under Napoleon unearthed the heavy stone in 1799 while digging near el-Rashid, an Egyptian town often called Rosetta. Unbeknownst to them, the writing on the rock—which became known as the Rosetta Stone—would ultimately lead scholars to an unparalleled wealth of information about ancient Egyptian language and civilization.

Decoding Egyptian Hieroglyphics

A council of priests inscribed the stone in 196 BC to honor Egypt's pharaoh, Ptolemy V Epiphanes. They wrote their message in the three distinct scripts of the time—the Greek alphabet, Egyptian hieroglyphics, and a cursive form of hieroglyphics called Demotic script. The rulers and learned members of society spoke and wrote Greek, religious and other important documents were composed in hieroglyphics, and everyday writings used the Demotic script. With their message on the stone carved in triplicate, the priests ensured that Egyptians from many walks of life could read and appreciate the significance of the tribute.

The fact that the Rosetta Stone message was inscribed in different scripts proved to be the key to deciphering Egyptian hieroglyphics. This writing system had faded from use more than 1,400 years earlier and knowledge of how to interpret its symbols had vanished through the ages. By comparing the unintelligible hieroglyphics on the stone with those appearing alongside in Greek, nineteenth-century scholars were able to painstakingly decipher the animal and bird pictures, geometric shapes, and other symbols. Translation of Egyptian hieroglyphics was at last within reach. The puzzle pieces that had remained elusive for well over a millennium were falling into place, opening the door for a world of discoveries about ancient Egyptian culture and language.

Language Learning and Technology

Just as the time-worn stone discovered in the sand unlocked the mysteries of ancient Egypt, our software unlocks understanding of new languages and cultures. At the core of the Rosetta Stone philosophy of language learning are two principles: (1) The way we learn language as children—immersion in that language—is the best way to learn a new language at any age, and (2) interactive technology is a powerful tool for replicating and activating that process.

Today, Rosetta Stone produces the world's leading language-learning software.

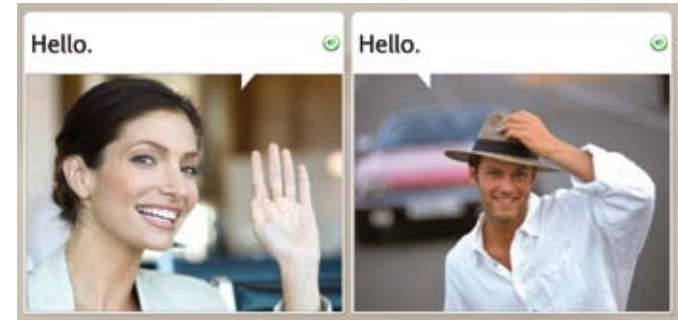
About Rosetta Stone Inc.

Rosetta Stone Inc. is changing the way the world learns languages. Rosetta Stone® provides an interactive solution that is acclaimed for its speed and power to unlock the natural language-learning ability in everyone. Available in more than 30 languages, the Rosetta Stone language-learning solution is used by schools, organizations, and millions of individuals in more than 150 countries throughout the world.

The company was founded in 1992 on the core beliefs that learning a language should be natural and instinctive and that interactive technology can replicate and activate the immersion method powerfully for learners of any age. Rosetta Stone Inc. is based in Arlington, Virginia, USA.

For more information, visit RosettaStone.com.

Welcome, Teachers!



Welcome to the Rosetta Stone *Teacher's Guide*. We are pleased to have this opportunity to work with you in achieving your goals for the English-language classroom.

Over the past three decades, there has been a dramatic increase in the number of students studying new languages. In U.S. public secondary schools, for example, enrollment in language courses other than English increased by more than 50 percent between 1970 and 2000, with a remarkable 13.2 percent jump during the last four years of that span—to nearly 7 million students.

English is by far the most sought-after language in schools across the nation. In 2005, more than five million students were enrolled as English-language learners in U.S. public schools—that figure represents more than 10 percent of all students enrollments. These children are among the 50 million people five years of age and older living in the United States who speak a language other than English at home. Some 80 percent of those speak Spanish and the rest speak one of 450 other languages.

As student enrollment increases and education standards rise, your work as a teacher in the English-language classroom becomes all the more valuable—and all the more demanding. Rosetta Stone's personalized, intuitive, and structured language-learning programs—together with your guidance—are certain to ensure student success.

How We Teach: Dynamic Immersion®

Our Dynamic Immersion method makes it possible for your students to work and think exclusively in the new language from the very beginning. By attaching new language meaning to real-life images directly—that means without native-language translations, explicit grammar instruction, or memorization drills—Rosetta Stone recreates the environment and the processes we all used to learn our first language. As a result, your students, regardless of their ages, abilities, or language backgrounds, can acquire new language skills quickly and easily using their innate language-learning abilities.

Rosetta Stone achieves this result by merging genuine immersion instruction with fully interactive, multimedia technology in a step-by-step sequence of Lessons. We combine the voices of native speakers, written text, and vivid real-life images to teach new words and grammar inductively through a process of creative discovery. Students indicate comprehension at every step and the computer provides instant feedback—features that enable your students to monitor their own progress and take ownership of their Lessons and their learning.

This individualized, building-block approach gives learners a continuous experience of success from the start. Day after day, they will come to class with the confidence and the language skills to participate in classroom activities. This allows you to focus on what you do best: using the social, conversational environment of the classroom to prepare learners for communicating in English in everyday life.

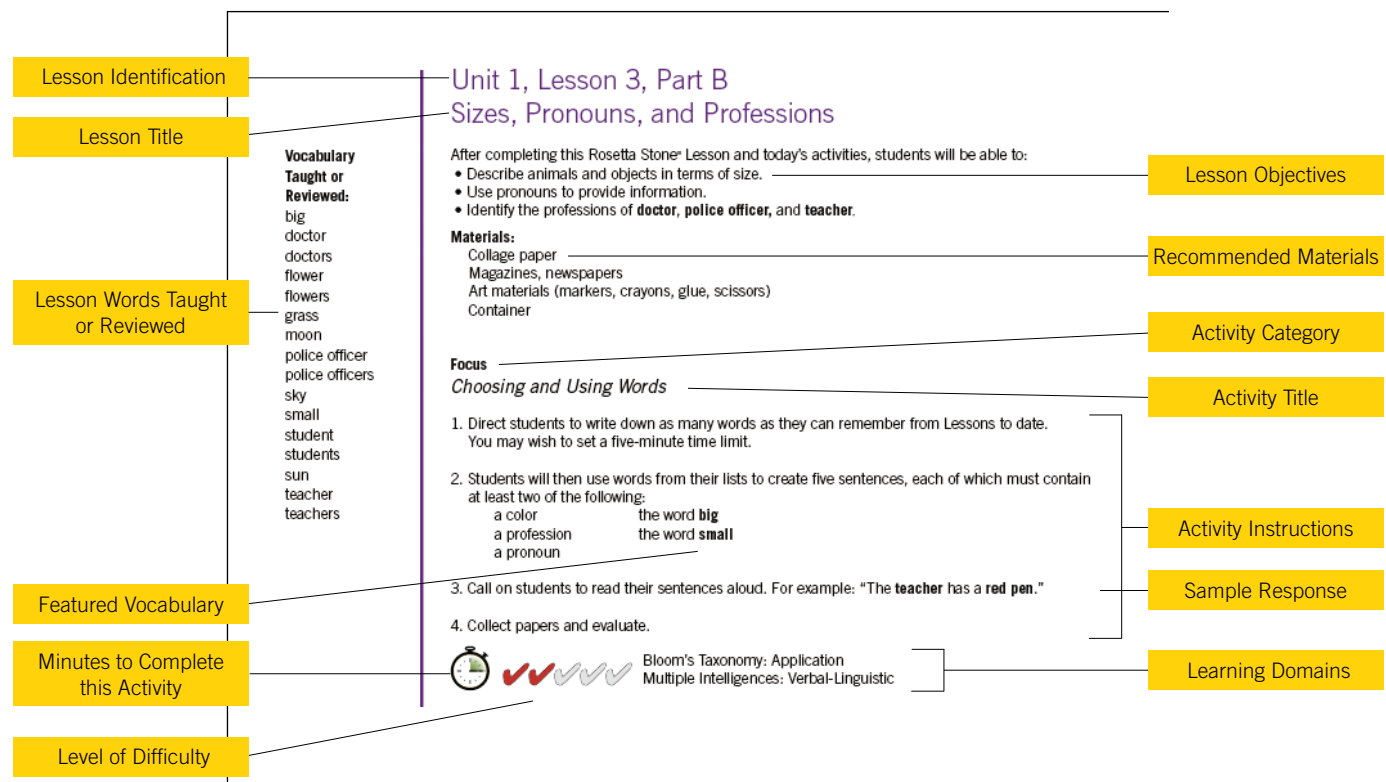


Inside the Teacher's Guide

The Lesson Plans in this *Teacher's Guide* offer imaginative strategies to help you integrate the Rosetta Stone® program into your classroom. Addressing multiple learning styles, the engaging activities in each Lesson challenge students to communicate in their new language during real-world situations they may encounter at home, in their communities, across the country, and around the globe.

Lessons in the *Teacher's Guide* go hand in hand with those in the Rosetta Stone software, allowing you to guide your

students in making all-important seamless connections between what they learn while interacting with the computer and what they practice during hands-on classroom activities. Each Lesson is presented in an easy-to-follow format showing that day's learning objectives, featured vocabulary, recommended materials, difficulty level, approximate time span, and more. We tell you how to prepare ahead, and then guide you through every step of each activity. You'll even see suggestions along the way as to instructional options you may wish to consider.



Unit Guidance

At the beginning of each Unit, Software Lesson Descriptions summarize the vocabulary, grammar features, and conversational language taught in each of the corresponding Rosetta Stone® software Lessons. The Featured Dialogue offers a quick overview of thematic conversations within the Unit that present new vocabulary and grammatical structures in real-life contexts.

Following the Software Lesson Descriptions is an Introduction to the Unit's Lessons, featuring tips for teaching the Unit and summaries of all the Lessons.

Vocabulary Taught or Reviewed

These word lists appear in each A, B, and C Lesson of the Teacher's Guide and showcase terms that are taught or reviewed in the corresponding Core Lessons of the Rosetta Stone software. Consider using these lists to enhance students' recognition and understanding of English words in the following ways:

- Enhance pronunciation and reading skills by writing vocabulary on the board and engaging students in choral recitations.
- Invite students to create their own flashcards for personal practice and easy reference during Lesson activities.
- Encourage students to explore the meaning of English words and their use in context by writing sentences or short stories with the target vocabulary.

Word of the Day

One featured word appears in the lower right-hand corner of each A, B, and C Lesson in the *Teacher's Guide* and is used to highlight themes from corresponding Core Lessons of the Rosetta Stone software. The Word of the Day can be a springboard for a variety of classroom activities. For example:

- Discuss the meaning of each term and encourage students to use the target word in written sentences.
- Use target terms in questions that inspire students to share their personal experiences (What type of vacation do you **prefer**: camping by a lake or staying in an expensive hotel?).

Level of Difficulty

Most Lesson activities in the *Teacher's Guide* are rated on a continuum from simple to difficult, with ratings represented by red check marks:



Simple



Easy



Medium



Moderate



Difficult

Bloom's Taxonomy

In his 1956 *Taxonomy of Educational Objectives: The Classification of Educational Goals*, University of Chicago educational psychologist Benjamin Bloom described three learning domains:

- Cognitive
- Affective
- Psychomotor

Most Lessons in the *Teacher's Guide* are classified according to the skills that characterize the cognitive domain, according to Bloom's Taxonomy. These skills span the continuum from concrete to abstract thinking:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

The definition of learning intelligences, commonly known as Multiple Intelligences, was developed by Dr. Howard Gardner, Harvard University professor of education. In his 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*, Dr. Gardner identified various ways in which people best understand and interact with their world. He encouraged educators to identify and reinforce students' diverse learning talents by providing classroom activities that tap into these strengths and stimulate retention.

Many Lesson activities in the *Teacher's Guide* are labeled with one of Dr. Gardner's intelligences:

- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Musical-Rhythmic
- Naturalist
- Verbal-Linguistic
- Visual-Spatial

Supplementary Materials Description

Rosetta Stone® provides a range of supplementary materials that extend the learning content of the Rosetta Stone software Lessons to the classroom. These additional materials have been developed in response to customer demand and are available for the most requested languages and program levels.

Course Content

The *Course Content* details the content of each Lesson, as presented in the software, and includes an index to all words in the program. This valuable reference, found on the enclosed CD-ROM, allows you to see at a glance what your students are learning as they work on Lessons at the computer, and it enables you to incorporate Rosetta Stone content into your classroom curriculum. The index to all words in the program identifies the Units and Lessons where words are first introduced and then reinforced.

Student Workbook

The *Workbook* includes a number of worksheets and quizzes for each Lesson in the Rosetta Stone program. These materials help reinforce students' learning and boost their comprehension and writing skills. You may use worksheets and quizzes to provide your students with additional practice in class or at home. The enclosed CD-ROM contains an electronic copy of the *Student Workbook*, tests for each Unit and an answer key.



Lesson

Adaptability

Learning Styles and Skills

The language-learning process is unique for each student, so Lessons in the Rosetta Stone software and *Teacher's Guide* offer a broad range of flexibility. You will find it easy to adapt activities in the *Teacher's Guide* according to your students' learning styles and strengths. Activities are classified according to their placement along the Bloom's Taxonomy learning continuum (application, analysis, synthesis, and others). They also address the various learning styles (bodily-kinesthetic, logical-mathematical, naturalist, and others) that align with Gardner's Multiple Intelligences theory. Consider these classifications when adapting Lessons to target the diverse learning styles and abilities found among your students.

Focused Activities

Learners who may need extra help in their language studies should be evaluated to assess their individual learning strengths and challenges. After the assessment, set aside time periodically for these students to spend extra time working through the recommended Focused Activities in the Rosetta Stone software. These special Lessons in the *Teacher's Guide* provide additional reinforcement of concepts introduced in the software and practiced in classroom activities. Focused Activity Lessons are designed to ensure success and build confidence through small-group activities centering on reading, writing, listening, speaking, w, and vocabulary. These activities target knowledge, comprehension, and application skills (as identified in the Bloom's Taxonomy listings) to help students form a solid foundation of basic concepts. Often, an approach that taps into students' strengths can be the key to learning a language.

Enrichment Activities

The Enrichment Activities in this *Teacher's Guide* were created for students with exceptional language-learning abilities. These unique independent-study projects challenge gifted language learners with eye-opening, real-world issues, and require in-depth research, creative problem solving, establishment of timelines, and adhering to deadlines. Taking ownership of such broad-scale projects allows students to explore different perspectives of the language they are learning. You will find Enrichment Activities ideally suited for modification based on each student's strengths.

Gifted language learners may be more productively engaged when involved in activities that target the higher-order thinking skills of analysis, synthesis, and evaluation. Additionally, Journal Activities allow these students to express unique opinions, elaborate on ideas, examine possibilities, and explore the nuances of their newly learned language.

Elementary Students

The goal of Rosetta Stone language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Dynamic Immersion™ allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings). According to the American Council on the Teaching of Foreign Languages, people who are exposed to another language at a young age have the advantage of being more proficient than those who study another language later in life. The early years of life are an excellent period in which to build a language-learning foundation.

With modifications to the Lessons in this *Teacher's Guide*, younger learners can be guided to make the most of their natural ability to grasp languages. As you shape Lessons to address young students' unique learning styles, you are preparing a solid foundation for new language acquisition and are allowing the immersive process to feel purposeful. Younger students gain priceless exposure to the language and explore it in a communicative environment when their unique learning styles are addressed.

You should take into account the skill and language levels of your students when planning Lesson adaptations. For preliterate students, use Lessons in which pictures and sound accompany text. For emergent readers, focus on highly meaningful and communicative words. Brief activities are more likely to keep students productively engaged. By emphasizing the basic themes of the Lessons and focusing on pictures and tangible items, you will help your students grasp the connection between vocabulary words and their meanings. Imitative activities and choral recitations are excellent ways to encourage students to practice pronunciation individually and in group settings. You will want to lead older students through basic sentence and phrase constructions, accompanied by modified Journal Activities for learners who seem ready for them.

To make language learning more personal, encourage students to use their language skills in their communities, with Spanish-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, they may decide to continue practicing and learning on their own.

College Students

With class participation an overarching element of most Lessons in the *Teacher's Guide*, college students are already one step ahead. They are likely already accustomed to class discussions, giving presentations, and speaking aloud extemporaneously. Consider modifying Lesson activities to be more relevant to actual situations that college students encounter and to incorporate more advanced topics, such as local and global current events. Group work should include longer-term, more complex assignments that can be accomplished outside the classroom. And, for learners who are excelling in English, Enrichment Activities should inspire ideas for projects similar to independent studies.

Encourage your students to use the Rosetta Stone software on their own time and to incorporate language-learning experiences into their fields of study, interests, or hobbies. College is an ideal time to gain exposure to different cultures, so urge learners to participate in language clubs, film festivals, and cultural and international events. You may wish to assign them to document their experiences in these extracurricular activities through writing or other media. College students can also transport the classroom into the community by volunteering to use their first- and second-language skills at community service functions, such as voter registration drives.

With the Rosetta Stone program as the foundation for their language-learning experiences inside and outside the classroom, college students will be able to communicate more effectively, more comfortably, and with more understanding of the linguistic foundations of their new language.

Unit 1

Business and Industry

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Unit 1: Business and Industry

Software Lesson Descriptions

The following are summaries of the vocabulary, grammar features, and conversational language taught in this Unit of the Rosetta Stone® software Lessons.

Lesson 1

Industrial vocabulary, types of materials, **industry, energy, push, pull, produce**

Featured Dialogue

A woman and a young boy are discussing the bulldozers and other equipment they see in a book. He shows her his toys which resemble the photographs. Then they go to visit a friend of the family who owns a real bulldozer.

Lesson 2

Retail vocabulary, **customer, clerk, amount, price, small, medium, large, extra large**, the idiom **to be out of**

Featured Dialogue

A woman goes to a clothing store to return a dress that does not fit. The store does not carry the dress in her size, so she cleverly solves the problem by adding a belt to the outfit.

Lesson 3

Agricultural vocabulary, **machine, midnight, noon, sunrise, sunset**, review of impersonal expressions

Featured Dialogue

A woman goes to a market to buy tomatoes from a farmer and discovers a price change from the previous week. She and the farmer discuss the causes of the price change.

Lesson 4

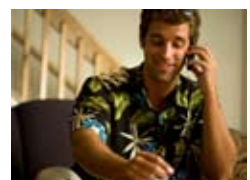
Customer service vocabulary, **information, customer service, earlier, later, recommend, cancel, tell**

Featured Dialogue

A man calls to reschedule an appointment due to his upcoming vacation. He calls Information to verify that his flight is not canceled because of the snow. Once at his vacation destination, he inquires about restaurants and local attractions.

Milestone

You are a fashion designer traveling in a foreign country. You decide to take a tour of a historical farm site. At the gift shop, you purchase a period dress that you use in an original fashion design.





Unit 1:

Business and Industry

Introduction to Unit 1

Central to the Lessons in the Level 5 software and *Teacher's Guide* is a wealth of new vocabulary that can add breadth, polish, and shades of subtlety to conversations across countless realms of business and industry. This first Unit presents students with opportunities to practice terms such as the verbs **increase** and **decrease**, both of which could make or break a business deal, and **canceled**, which surely could stop a roomful of executives in their tracks. Seamless, sophisticated conversation in the business world requires the utmost attention to the minutiae of meaning and syntax.

Teaching Unit 1

At this Level of study, you are helping your advanced language learners master elements of English that can be confusing even to those for whom English is their first language. Unit 1 provides Lesson plans that include complex vocabulary and that challenge students to accomplish several measurable, related tasks in the scope of a single activity. This layering of assignments replicates the inherent multifaceted nature of communicating in the real world.

Lesson 1a: Job Hunting

Your students will soon be in the workforce, so today's Lesson focusing on help-wanted ads is the perfect kickoff to this new Unit. Learners will practice **industry**-related vocabulary by writing ads and conversing about jobs that intrigue them.

Lesson 1b: Students of Industry

Successful job hunters know that doing their homework about occupations and potential places of employment is essential. In this Lesson, learners get firsthand practice in such research when they collaborate with peers to prepare and present reports about the **coal**, **construction**, **fashion**, **lumber**, **manufacturing**, and **oil** industries.

Lesson 1c: Building Conversation

Today, student teams vie for points in a fast-paced game that challenges them to convey vocabulary words by drawing representative pictures on the board. Scriptwriting follows as learners write and perform dialogues that incorporate descriptions of the action-packed industries highlighted in this Unit.

Lesson 1d: Journal Activity–Digging into the Future

The sky's the limit! Encourage your students' imaginations to flow as they envision a unique invention and write about it in their journals.

Lesson 2a: Market Price

Buying and selling are highlighted in today's Lesson, during which learners create and present poster advertisements for products sold in an open-air market.

Lesson 2b: Market Planning

After conversational practice with the verbs **increase** or **decrease**, students immerse themselves in the bustling world of an outdoor market. That venue sets the stage as learners prepare a script and cast themselves in the roles of a customer and a clerk discussing products and negotiating prices.

Lesson 2c: The Right Price

Your classroom becomes a lively open-air market today, with students' makeshift booths offering all manner of merchandise for sale. Cast as vendors and customers, learners will haggle over prices and converse about the inventory charts, shopping lists, and advertisement posters they made.

Lesson 2d: Review

Wishful thinking is in the spotlight as students write lists of what they want, need, and would like to have. At home, learners interview a family member or friend, prepare a corresponding list in writing for that individual, and read the list to their classmates during the next class session.

Lesson 2e: Journal Activity–Priceless

Today, students will describe, in their journals, a time when they were given something for **free** that they now value highly.

Lesson 3a: Farm-Fresh or Fast Food

You will undoubtedly be surprised by your students' answers when you question them about their favorite snack foods and meals. Learners may be surprised, as well, to learn that all of those foods, or the ingredients in them, came from a farm. After this conversation, your class will focus on more food terms during a mock sandwich-building activity.

Lesson 3b: Seeds of Success

Life for most farm families begins before **sunrise** and rarely stops until **sunset** or beyond. In this Lesson your students will practice farm-related vocabulary through conversation and by writing and illustrating a children's book about daily farm activities.

Lesson 3c: Speaking of Safety

Safety-related public service announcements can save lives and prevent injuries if listeners heed their warnings. During today's Lesson, students work in groups to write and present a public service announcement about safe behaviors.

Lesson 3d: Journal Activity—Country Cooking

Appetites will undoubtedly soar as students write in their journals about preparing a home-cooked meal using the fresh bounty from local gardens.

Lesson 3e: American Cultural Activity—Down on the Farm

After pairs of learners conduct research about characteristics of American farms—including physical features, types of animals that are raised, and crops that are grown—you will challenge your class to design the layout of a working farm. Invite a farmer or agricultural agent to attend students' project presentations and to participate in a question-and-answer session.

Lesson 4a: Sequence of Events

A timeline makes for easy understanding of a sequence of activities surrounding an event. Today, classmates will practice the terms **earlier** and **later**, and then collaborate to create a timeline illustrating plans involved in events such as parties, vacations, or tours of a city.

Lesson 4b: Plan of Action

Youngsters cheer if school is **canceled** due to snow, but other event cancellations often call for immediate backup plans. In this Lesson, your students converse about making alternative plans, and then write and perform a script about a personal assistant who juggles appointments, makes reservations, and keeps someone else's ever-changing schedule on track.

Lesson 4c: May I Recommend...

After reading and discussing reviews of restaurants, stores, and entertainment venues, learners will use the newly learned term **recommend** as they try their hand at writing a positive review of one of these types of establishments.

Lesson 4d: Review

With plenty of agriculture and time-of-day vocabulary fresh in their minds, students should have fun writing a story about a day in the life of a farmer. Learners will then share the story they wrote with their families, and describe the interaction at home at the next class session.

Lesson 4e: Journal Activity—Planning Strategies

Today's journal-writing assignment draws upon students' recollections as they describe in detail, in their journals, a time when they planned a trip or an event. Encourage writers to describe what ensued if the trip or event was **canceled** or rescheduled for an **earlier** or **later** time.

Lesson 4f: International Cultural Activity—Stories, Songs, and Dances

In countries around the world, stories, dances, and songs serve as cultural links between countless generations. In this Lesson, which likely will span two class sessions, your learners will research and present illustrated reports about such traditional legacies as Italy's folktale about La Befana, the Spanish folkdance called flamenco, and Mexico's folksong "De Colores."

Lesson 5a: Focused Activity—Learning to Listen

In a spinoff of the classic grid-and-chips board game, students will listen for vocabulary words in sentences read aloud, and then will hope to be the first to shout out "Bingo!"

Lesson 5b: Focused Activity—Ripe for Reading

Learners needing extra help will read a script and then write answers to questions about the dialogue between a farmer and a customer wishing to buy tomatoes.

Lesson 5c: Focused Activity—Vocabulary Match

In this exercise, students must depend on written clues to help them correctly fill in the missing vocabulary words in a series of incomplete sentences.

Vocabulary

Taught or Reviewed:

bulldozer
coal
construction
industry
crane
diamond
diamonds
digging
digs
dirt
fashion industry
forklift
glass
lift
lifting
load
lumber
lumber industry
manufacture
manufacturing
industry
mining industry
pulling
pushing
ship
shovel
steel
transport
truck

Unit 1, Lesson 1, Part A Job Hunting

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write help-wanted advertisements for jobs in the **construction industry**, **mining industry**, **fashion industry**, **lumber industry**, and **manufacturing industry**.
- Select three jobs they would be interested in pursuing, after reading and analyzing their peers' advertisements.

Materials:

Index cards; one per sentence
Container
Sentences handout; one per student
Recent help-wanted ads from a local newspaper; one page per student
Industries handout; one per student
Sample advertisement

Jump Start

Push and Pull

Prepare Ahead:

- Write the sentences listed in Step 1 on index cards (one sentence per card). Fold cards and place them in the container.
- Have a handout with the sentences listed in Step 1 for each student.

1. Distribute a handout with the following sentences to each student:

The dogs are digging.
They put on their boots before they dig in the garden.
They're digging in the dirt with shovels.
The crane is lifting something heavy.
They're lifting a couch together.
They're lifting the boxes over their heads.
They are pushing the car.
The bulldozers are pushing trash.
They're pushing their bicycles up the hill.
They're pulling a boat.
They're pulling their suitcases.
They're pulling the rope.

2. After leading a choral reading of the sentences, divide the class into pairs of learners. Explain that duos will take turns acting out a sentence for others to guess their actions of **digging**, **lifting**, **pulling**, or **pushing**.





3. Have a student from each duo select a card from the container and show it to his partner. Pairs should then take turns acting out their sentence for the class as the audience guesses which action they are performing. Remind students to refer to their handouts to determine the sentence their peers are acting out.



Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

Curriculum Connection *Help Wanted*

Prepare Ahead:

- Use the help-wanted ads for this activity.
- Create a handout showing a list of industries and vocabulary words (see Step 4).
- Prepare the sample advertisement (see Step 5).

1. Display a page of help-wanted ads to the class. Explain to students that this is one place where a company can advertise job openings to the public.

This would be a good opportunity to introduce the phrase help wanted.

2. Distribute the additional ads and allow several minutes for students to read them.
3. Call on students to describe the types of information contained in the help-wanted ads (name of company, job description, how to apply).
4. Tell your students that they will be writing similar advertisements. Distribute a handout listing the following industries and industry-related vocabulary:

Industries:

Construction Industry
Fashion Industry
Lumber Industry
Manufacturing Industry
Mining Industry

Vocabulary:

bulldozer	ship
coal	truck
crane	transport
diamond	steel
dig	shovel
dirt	silk
forklift	cotton
glass	wool
lift	leather
load	lumber
manufacture	

(Lesson continues on next page)

**Word of
the Day:**
lifting

Unit 1, Lesson 1, Part A (continued)

5. Explain to your learners that they will write help-wanted ads for jobs in each kind of industry listed on the handout. Display this sample advertisement:

HELP WANTED: Souder Lumber Company is looking for someone who will work in the lumber industry. This person must be able to use a hammer, nails, wrench, and pliers. Souder Lumber Company prefers someone who can drive a forklift to lift boxes and a truck to transport lumber. Call 555-1212.

Each advertisement should have at least three sentences and four Lesson vocabulary words from the list. Encourage learners to use words learned in previous Lessons.

6. After students finish their ads, ask them to post their handouts on the board or around the classroom for the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Assessment

Job Hunting

1. Lead a class discussion about how students and their friends and family members have searched for jobs. Ask whether learners and the other job seekers used a newspaper, the Internet, or other resources, and what steps they took upon learning of an interesting job opening.
2. Ask students to imagine they are looking for jobs in the lumber, mining, construction, fashion, or manufacturing industries. Have your learners read the handouts their peers posted during the previous **Curriculum Connection** activity and choose three jobs they would like to apply for. Learners should take notes about the jobs they like, who is offering the positions, and why the jobs are of interest.
3. After students have identified and taken notes about their three choices, have them get into groups of four. Group members should discuss their respective lists and reasons for their job choices. Circulate around the room to listen for correct pronunciation and grammar.
4. Collect students' advertisements for evaluation.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic





Unit 1, Lesson 1, Part B

Students of Industry

Vocabulary Taught or Reviewed:

burning
burns
construction
industry
fashion industry
load
loading
lumber industry
manufactured
manufactures
manufacturing
industry
mining industry
oil industry
transporting
transports

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work collaboratively to write a report about the **coal, construction, fashion, lumber, manufacturing,** or **oil** industries.
- Present a report to an audience of their peers and describe characteristics of various industries.

Materials:

Handout; one per student
Print and Internet resources about the coal, construction, fashion, lumber, manufacturing, and oil industries
Poster board; one sheet per group
Art materials

Quick-Start Review

Industrial-Strength Sentences

Prepare Ahead:

- Have a handout with the words listed in Step 1 for each student.

1. Distribute a handout with the following Lesson terms to each student:

bulldozer	dirt	lumber	pushing
coal	fashion industry	lumber industry	ship
construction industry	forklift	manufactures	shovel
crane	glass	manufacturing industry	steel
diamond	lifting	oil industry	transporting
digging	loading	pulling	truck

2. Allow several minutes for students to silently read the vocabulary list. Then call on learners, in turn, to say a sentence using one or more of the terms. For example:

The crane is loading something onto a ship.

This factory manufactures steel.

The train is transporting coal.

3. Continue the activity until all have had a turn to speak.

4. Advise students to retain their lists for the following **Extending the Text** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text

Interesting Industries

Prepare Ahead:

- Use the print and Internet resources about industries for this activity.
- Have sheets of poster board and art materials available for students.



1. Briefly review the **coal, construction, fashion, lumber, manufacturing,** and **oil** industries your students learned about in the **Unit 1, Lesson 1** software Lesson. Consider asking questions such as, “What does someone who works in the construction industry do?” “What does he use to do his job?”
2. Divide the class into groups of four learners and explain that they will be working in small groups to prepare and present a five-minute illustrated report about one of the industries listed in Step 1. Advise students to include information about the industry’s history, current status, geographic locations, imported materials, and exported products. Encourage your learners to use their handout from the previous **Quick-Start Review** activity as a vocabulary resource.
3. Allow time for groups to conduct their research and prepare their reports. Distribute sheets of poster board and art materials for learners to create their illustrations. Advise students that each group member is responsible for presenting a portion of the project during the following **Assessment** activity. Circulate around the room to answer questions and offer advice.
4. If time permits, have groups rehearse their presentations in preparation for the following **Assessment** activity.



Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Industry Insights

1. Call on each group to present its illustrated report to the class. Advise the audience to listen carefully, as you will be asking questions about the details of the various industries. Conclude the activity with the questions and a brief review of new facts that students learned during this session.
2. After collecting projects for evaluation, display them for all to admire.



Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
manufactures

Unit 1, Lesson 1, Part C

Building Conversation

Vocabulary Taught or Reviewed:

bulldozer
burning
burns
crane
digging
energy
forklift
power plant
produce
produced
produces
ship
transport

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Identify Lesson vocabulary terms such as **bulldozer**, **steel**, **lift**, and **push** quickly and accurately using visual clues.
- Work collaboratively to write and perform a script about industries.

Materials:

Slips of paper
Container
Stopwatch
Vocabulary handout; one per student
Sample script; two copies

Skill Builder

Concrete Vocabulary

Prepare Ahead:

- Write vocabulary words on slips of paper, one term per slip (see Step 1).
Fold slips and place in container.
- Use the stopwatch for this activity.
- Prepare a handout showing the vocabulary words listed in Step 1.

1. Place into a container strips of paper with the following vocabulary words:

bulldozer	dig	lift	ship
coal	dirt	lumber	shovel
crane	forklift	pull	steel
diamond	glass	push	truck

2. Divide the class into Teams A and B, and distribute a vocabulary handout to each student.

3. Explain to learners that one student from Team A will choose a slip of paper from the container and silently read the word. She should then go to the board and draw a picture representing the word.

4. Set the stopwatch for 30 seconds as soon as the student finishes drawing. Team A members should refer to their vocabulary handouts and call out the word they think their teammate has drawn.

5. If Team A has not guessed the correct word during the 30 seconds, allow Team B to guess.

6. Award a point to the team that guesses the correct word.

7. Have teams reverse roles and continue as time permits.



Bloom's Taxonomy: Application
Multiple Intelligences: Visual-Spatial





Skill Sharpener

Sharing with a Sibling

Prepare Ahead:

- Have two copies of the sample script available (see Step 2).



1. Explain to your students that they will be working in pairs to write and perform a script (minimum eight lines) about someone showing a book to a younger sibling about one of the industries they learned about in this Lesson. The dialogue should begin like this:

Student 1: I'm reading a book about the ____ industry.

Student 2: Are there any photos in the book that I would like?

Student 1: Yes. There are photos of ____ and ____.



2. Ask two volunteers to read the following sample script:

Student 1: I'm reading a book about the construction industry.

Student 2: Are there any photos in the book that I would like?

Student 1: Yes. There are photos of bulldozers, forklifts, and cranes.

Student 2: What is the bulldozer doing?

Student 1: The bulldozer is pushing dirt.

Student 2: What is he driving?

Student 1: He's driving a forklift and loading boxes onto a truck.

Student 2: What is the crane doing?

Student 1: The crane is lifting steel onto the building.



3. Divide the class into pairs of students and allow time for them to write their dialogues. Circulate around the room to answer questions about word choice and meaning.

4. As students finish their scripts, have them rehearse their lines in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal



(Lesson continues on next page)



**Word of
the Day:**
energy

Assessment

Steeling the Show

1. Direct students to take turns performing their dialogues for the class, using their scripts from the previous **Skill Sharpener** activity.
2. After learners have finished their performances, lead a discussion about the featured industries.
3. Collect scripts and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



Unit 1, Lesson 2, Part A

Market Price

Vocabulary

Taught or Reviewed:

cash register
clerk
clothing
cost
costs
customer
expensive
extra large
fruit
jewelry
large
mall
market
medium
pizza
price
receipt
shopping bag
shopping basket
shopping cart
small
vegetables

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work collaboratively to create an advertisement featuring products they would sell in an open-air market.
- Present their advertisement to the class and answer questions about products and prices in complete sentences.

Materials:

Various types of shopping bags (cloth, paper, and plastic from a variety of stores)
Magazines, catalogs, newspapers, grocery-store circulars
Slips of paper; one per pair of students
Container
Poster boards; one per pair of students
Art materials

Quick-Start Review

It's in the Bag

Prepare Ahead:

- *Use the shopping bags for this activity.*

1. Display the shopping bags to the class. Discuss the items that could be placed in each bag and the type of store each bag comes from.
2. Next, ask students to describe stores that sell groceries, toys, hardware, jewelry, and clothing, using terms from this and previous Lessons.
3. Ask your learners to talk about the differences and similarities between a mall and a market. Include the topics of price, location, and types of merchandise sold.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection

Ad Extravaganza

Prepare Ahead:

- *Have the magazines, catalogs, newspapers, and grocery-store circulars available.*
- *Write, on the slips of paper, the genres of merchandise that are sold in an outdoor market (see Step 2). Products can be repeated if necessary. Fold the papers and place them in the container.*
- *Use the poster boards and art materials for this activity.*





1. Display the magazine spreads and grocery circulars, and explain to your students that these advertisements are created to entice potential customers to buy merchandise. Ask students to imagine that they own a booth in an outdoor market and want to advertise products to their customers.
2. Divide the class into pairs of learners, and have a partner from each pair select a slip of paper. The papers will contain a type of product that is sold at markets, such as clothing, jewelry, fruit, vegetables, or pizza.
3. Inform your students that they will be creating an advertisement poster for their selected product, using various publications as resources. On their posters, learners should label the items and note the prices.
4. Distribute poster boards, art materials, and publications. Allow time for learners to create their advertisements, as you circulate around the room to answer questions.
5. When students are finished, tell them to save their posters for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

Assessment

What's It Worth?

1. Ask each pair of students to display and describe the poster they created during the previous **Curriculum Connection** activity. Encourage the audience to ask questions about the items shown and their prices. Have the presenters take turns answering the questions. Advise all to use complete sentences such as the following:

Dave: What is the price of the large blue sweater?

Jessica: The price of the large blue sweater is twenty-five dollars.

Susan: What is the most expensive jewelry?

Stephanie: The most expensive jewelry is the ring made of silver and diamonds.
2. After all students have presented their posters, collect them for evaluation.
3. Save the posters for upcoming activities in **Lesson 2, Parts B and C**.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
mall

Unit 1, Lesson 2, Part B

Market Planning

Vocabulary Taught or Reviewed:

amount
clerk
cost
costs
customer
decrease
decreases
dollars
doubt
euros
fit
increase
increases
number
price
receipt
think

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Ask and answer questions about whether to **increase** or **decrease** various quantities.
- Prepare and perform a script that presents a conversation between a customer and a clerk.

Materials:

Handouts; one per pair of students
Advertisement posters from **Lesson 2, Part A**

Jump Start

I Doubt It

Prepare Ahead:

- Have a handout available for each pair of students (see Step 4).

1. Divide the class into pairs of students, and explain to your learners that they will be working in pairs to ask and answer questions about whether to increase or decrease various quantities.
2. Ask a pair of students to volunteer to demonstrate the activity by reading the examples on the handout (see Step 4).
3. After the volunteers have read the example, point out that in response to each question, Student 2 should begin her answer by saying, "I doubt it. I think that..." Tell learners that Student 2's response should include the opposite verb (**increase** or **decrease**) of the verb in the question.
4. Distribute to each pair of learners a handout with the following examples and questions. Advise students to take turns so that each partner has the opportunity both to ask and to answer questions.

Examples

Student 1: There are many customers at the grocery store. Do you think that the store needs to decrease the number of clerks?

Student 2: I doubt it. I think that the store needs to increase the number of clerks.

Student 1: Do you think that the number of tourists at the beach increases during the fall?

Student 2: I doubt it. I think that the number of tourists at the beach decreases during the fall.

Questions

If I drive less, do you think I will increase the amount of gas I buy?

Do you think that the amount of money in the cash register has decreased since this morning?

Do you think that in the winter, the number of flowers will increase?

Do you think that the price of cheese will decrease this year?

Do you think that the temperature increases in the summer?

Meat is expensive. Do you think I need to increase the amount of meat that I eat?



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Stretching the Imagination

Shop Talk

Prepare Ahead:

- Have students' advertisement posters from **Lesson 2, Part A**, available.



1. Begin the activity with a brief conversation about shopping for various types of products. Point out that the conversations between **customers** and **clerks** in clothing stores may differ from those that take place in hardware stores or jewelry stores. Discuss questions and answers that **clerks** and **customers** may find useful, such as:

Customer: How much does this shovel cost?

Clerk: This shovel costs twelve dollars.

Customer: Do you have this red dress in a medium?

Clerk: No, but we have the blue dress in a medium.

Customer: Can I return these earrings?

Clerk: Do you have the receipt?

Customer: Yes, I have the receipt.

2. Ask students to return to their partners from the **Assessment** activity in **Lesson 2, Part A**. Inform your learners that they will be writing and performing a script about a customer and a clerk at an open-air market. Students should imagine that one partner is the customer and the other is the clerk. Advise partners to use their advertisement poster from **Lesson 2, Part A** as a resource, and note that scripts must be at least ten lines in length.

3. Allow time for partners to compose and rehearse their scripts. Listen for correct word use and pronunciation. Encourage each partner to practice both roles, as everyone will have the opportunity to play both a clerk and a customer in **Lesson 2, Part C**.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment

Can I Help You?

1. Ask each pair of students, in turn, to present to their peers the scripts they wrote during the previous **Stretching the Imagination** activity. Advise the audience to listen carefully to each script, for lines they might use during an upcoming activity in which they role-play transactions at a simulated open-air market.

2. Conclude the activity by collecting scripts for evaluation.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
receipt

Unit 1, Lesson 2, Part C

The Right Price

Vocabulary Taught or Reviewed:

amount
clerk
color
customer
decrease
extra large
free
how many
increase
large
market
medium
need
out of
price
size
small
type
types
want

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Converse with a partner about the prices and quantity of items available for sale at a booth in a simulated open-air market.
- Use inventory charts, shopping lists, and advertisement posters when conversing about the purchase and sale of merchandise.

Materials:

Advertisement posters from **Lesson 2, Part A**
Inventory charts; one set per pair of students
Shopping list

Quick-Start Review

Taking Stock

Prepare Ahead:

- Use the posters for this activity.
- Have a set of inventory charts for each pair of students (see **Appendix A**).

1. Begin the activity by asking students if they have ever gone to a clothing store and looked for a particular size or color, only to discover the store is out of that size or color. Tell your learners that store clerks and managers use inventories to keep track of their merchandise.

This is an opportune time to introduce the word inventory.

2. Explain to students that they will be creating a simulated open-air market by setting up “booths” in the classroom for the sale of imaginary products.
3. Ask students to return to their partner from the advertisement activity in **Lesson 2, Part A** and reclaim their posters. Then, distribute a set of inventory charts to each duo. Advise students to select the chart that most closely matches the items on their poster. Learners should then use their posters as points of reference when completing the inventory for the merchandise they will be selling at their booth.
4. Circulate around the room to answer questions about prices, sizes, and quantities until students are finished. Have your learners stay with their partners and keep their posters and inventories for the following **Real-Life Learning** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Logical-Mathematical





Real-Life Learning In the Market



Prepare Ahead:

- Write a brief shopping list using terms for products that students have learned in current and previous software Lessons.

1. Begin the activity by talking about shopping lists. Ask students about their own personal lists and the types of items that might be found on them. Write your shopping list on the board, and include items such as:

clothing jewelry fruit vegetables pizza



This is an opportune time to introduce the term shopping list.

2. Next, write on the board the following information related to item, quantity, color or type, and size:

<i>What do you want?</i>	<i>How many?</i>	<i>What color or type?</i>	<i>What size?</i>
dress	one	pink	medium
apples	six	green	
necklace	one	silver	
pizza	two	vegetarian	extra large



3. Have each student create his own shopping list by choosing five items he wants to buy, using the types of products listed in Step 1 as a resource. Students may also use the information in Step 2 to help them write more specific descriptions.

4. Explain that each pair of students should then arrange a desk to represent their booth at an open-air market. Duos should prominently display their advertisement posters.

5. Tell learners that one partner should play the role of vendor, using the inventory chart to answer questions from customers who visit his booth. The other partner should play the customer, using her shopping list, as she travels from booth to booth, to ask vendors about the items she wishes to buy.

6. Allow time for students to switch roles, so that everyone has a chance to experience using inventory charts and shopping lists to ask and answer questions about the buying and selling process.

7. Pairs should then return to their booths and have their charts and lists ready for use during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

(Lesson continues on next page)



**Word of
the Day:**
market

Unit 1, Lesson 2, Part C (continued)

Assessment

Market Madness

1. Lead a brief discussion about the conversations your students had during their open-air market experience. Were the customers able to find everything on their shopping lists? Did vendors' inventory charts show that they carried enough merchandise to meet their customers' requests for products?
2. Ask your learners to compare the classroom open-air market with those they have visited, read about, or seen on television. Are there features of the classroom market they would change? If so, what are they?
3. Conclude the activity by asking your students about the roles they played. Did they enjoy their role as customer? As vendor? Why or why not? If there are students who would someday like to own their own booth at a market, ask them to share the details of this goal with the class.
4. Collect inventory charts and shopping lists for evaluation. Display the advertisement posters for all to admire.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Verbal-Linguistic





Unit 1, Lesson 2, Part D Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Describe, in writing, their own wants and needs using adjectival clauses.
- Interview a family member or friend about his desires, and record them in writing to share with classmates.

Materials:

Sample list of wants and needs; one copy
Template list of wants and needs; one per student
Drawing materials

Classroom Community

In-Class Activity—Wants and Needs

Prepare Ahead:

- Illustrate the copy of the sample list of wants and needs (see **Appendix B**).
- Have a copy of the template list of wants and needs (see **Appendix C**) for each student.
- Use the drawing materials for this activity

1. Review ways English speakers talk about things and situations that people want, would like, and need.

For example:

I want to read more books that were written by Jane Taylor.

I need people who will help me move.

We would like to go into a cave that no one has explored.

2. Display the sample list of wants and needs, and draw students' attention to the following phrases:

I want I would like I need

Explain that, in the sample list, details about the items (car, refrigerator) are described in clauses beginning with the term *that*.

3. Distribute the template list and have your students write four sentences—two about desired situations and two about desired items. When describing the situations and items that they want, would like, or need, learners should use clauses beginning with *that* or *who*.
4. As students finish writing their lists, distribute drawing materials and invite them to illustrate their sentences.
5. Divide the class into groups of four learners and have group members share their lists of wants and needs among themselves. Circulate around the room to listen for correct pronunciation and word use.
6. Have students retain their lists for the following **Community Connection** activity.



Unit 1, Lesson 2, Part E

Journal Activity–Priceless

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write about a time when they were given something for free and why it was important to them.

Creating Memories

Priceless

1. Instruct your students to write in their journals about something they received for free. It could be either an object or an experience they had, and it should be something that the writers value very much.
2. Inform your learners that their journal entries should be at least ten sentences long, and should detail what the item or experience was, how and when they received it, and why it was important to them.





Unit 1, Lesson 3, Part A

Farm-Fresh or Fast Food

Vocabulary Taught or Reviewed:

bee
bees
corn
donkey
donkeys
farm
farmer
farmers
goat
goats
grow
growing
honey
machine
machines
pickup truck
pig
pigs
raise
raises
seeds
tractor
tractors
wheat

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Distinguish between **grow** and **raise** by associating agriculture-related nouns with each verb.
- Use food terms to create an imaginary sandwich, and then write about what the ingredients are made of and how they are produced.

Materials:

Photos of meals and snack foods
Photos of a variety of sandwiches; several per pair of students
Index cards; five or six per student
Drawing materials

Jump Start

Cultivating Language

1. Write two column headings, **Grow** and **Raise**, in the center of the board. To one side, list the following words:

bees	corn	donkeys	fruit	horses	pigs	sheep	vegetables
chickens	cows	flowers	goats	lemons	rice	tomatoes	wheat
2. Call on students to read a word from the list and tell you which column it belongs in. Then, write the word under the appropriate heading.
3. When all the words have been categorized, erase the original list and have students take turns using words from either column in sentences.
4. If time permits, ask your students to come to the board, add their own words to either column, and to use their words in sentences.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist

Extending the Text

Anatomy of a Sandwich

Prepare Ahead:

- Use the photos of snack foods, meals, and sandwiches for this activity.
- Have index cards and drawing materials available.

1. Show photos of potato chips, popcorn, vegetables, fruit, honey, pasta, or pizza, or bring a few of the actual items to class. Invite students to tell about their favorite snack foods or meals. Ask your learners to tell you where they think these foods came from. Point out that these foods—the ingredients in them—were produced on a farm.





2. Divide the class into pairs and distribute photos of sandwiches. After partners take a few minutes to identify the ingredients they see in the pictures, have each duo take turns telling you about the items that make up their sandwiches; list these food items on the board.



3. Distribute five or six index cards to each student. Instruct your class to write one component of a sandwich on each card—in order to create a complete sandwich. For example:

bread	chicken	tomato	cheese	onions	bread
-------	---------	--------	--------	--------	-------

Remind students about the word list on the board as a resource for ideas. If time permits, distribute drawing materials and encourage students to illustrate their sandwich ingredient on the same side of the index card as the word.



4. After each student puts his “sandwich” together by stacking the index cards in his preferred order, have him switch sandwiches with his partner. On the blank side of each card, the partner should write a sentence about where each item comes from or what it is made of. For example:
The chicken comes from a farm where farmers raise chickens.
The tomato comes from a farm where farmers grow vegetables.
The cheese is made of milk.
The bread is made of wheat.



5. Students should then reassemble the index cards in the correct order for a sandwich and return them to their partners. As learners take turns reading the sentences to each other, circulate around the room to monitor pronunciation and check for correct word choice.

6. Ask partners to combine the components of their two sandwiches into one creation, with bread as the only ingredient used twice. Students should then stack the cards of their new sandwich in correct order, in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Visual-Spatial

Assessment *Sandwich Sampler*



1. Have each pair of students present the sandwich they created during the previous **Extending the Text** activity, with partners taking turns reading ingredients and sentences. Learners should also display any illustrations they may have drawn.



2. After concluding the activity with a brief discussion about students' favorite sandwiches, collect stacks of index cards for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
farm

Unit 1, Lesson 3, Part B

Seeds of Success

Vocabulary Taught or Reviewed:

corn
farmers
feed
feeding
harvest
harvesting
midnight
noon
plant
planting
seeds
sunrise
sunset
tractor
water
watered
watering
waters

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Describe the daily activities of life on a farm, using terms such as **corn**, **tractor**, and **watering**.
- Write and present a brief story, using the time-of-day terms **sunrise**, **noon**, and **sunset**.

Materials:

List of Lesson vocabulary; one per student
Sample storybook; one copy
Copies of blank storybook page; two per pair of students
Scissors; several pairs
Stapler
Drawing materials

Jump Start

Planting Ideas

Prepare Ahead:

- Create a *handout of Lesson vocabulary words for each student (See Step 1).*

1. Distribute the following vocabulary list to each student:

corn	feeding	noon	seeds	tractor
farm	goats	pigs	sunrise	watering
farmer	harvesting	planting	sunset	wheat

Lead a choral reading of the words and listen for correct pronunciation.

2. Continue the activity with a brief conversation about the farming industry. Ask students about any experiences they have had with farming. Discuss the types of daily activities that occur on farms.

3. Ask students to retain their vocabulary lists for use in the following **Curriculum Connection** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Curriculum Connection

What's Up When the Sun's Up?

Prepare Ahead:

- Assemble the sample storybook (see **Appendix D**).
- Have two copies of the blank storybook page for each pair of students (see **Appendix E**).
- Use the scissors, stapler, and drawing materials for this activity.



1. Explain to students that they will work in pairs to write and illustrate a children's book that begins with the following sentence:
Farmers start working at **sunrise**.
2. Display the sample storybook and read it to your students.
3. Divide the class into pairs and allow time for them to write a draft of their story.
4. Encourage learners to use the words **noon** and **sunset** in their stories.
5. As each pair finishes its draft, distribute blank storybook pages and drawing materials so partners can work on their final copy and illustrations. When students are ready to assemble their books, use the assembly instructions in **Appendix D** as a guide.
6. Advise students to retain their books for presentation during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Harvesting Stories



1. Ask each pair of students, in turn, to present to the class the illustrated story they developed during the previous **Curriculum Connection** activity.
2. If time permits, consider having your students read their books to younger learners.
3. After collecting books for evaluation, keep them available in your classroom for students' enjoyment.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
noon

**Vocabulary
Taught or
Reviewed:**

another
corn
dangerous
drought
except
farm
farmer
fed
feed
flood
goats
pickup truck
safe
water
wheat

Unit 1, Lesson 3, Part C

Speaking of Safety

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use the terms **another** and **except** when commenting on classroom items.
- Work collaboratively to write and present a public service announcement about **safe** behaviors.

Materials:

Classroom items including a book, a dictionary, envelopes, a notebook, a pen, a pencil, scissors, a sheet of paper, and tape
Internet-based broadcasts of public service announcements

Skill Sharpener

Another Exception

Prepare Ahead:

- *Use the classroom items for this activity.*

1. Remind students about the meaning and use of the terms **another** and **except**. For example:
I already have a necklace, but I want another one!
Would you like another pen?
All of the umbrellas are black except for one.
Everyone except Julia is holding a notebook.
2. Ask students to place as many of the following items as they have with them on their desks:
a pen, a pencil, a sheet of paper, a book, a notebook, a dictionary, and tape.
3. Place the items in Step 2 on your desk, and then add envelopes and scissors to your display.
Arrange the objects so that the entire class can clearly see them.
4. Compare your group of objects with the items of one or two students by using **another** and **except** in ways such as the following:
Everything on my desk is on Juan's desk except for scissors.
I already have one pen. Maria, can I have another one?
5. Call on learners one at a time to compare their items with yours, using comments and questions similar to those listed in Step 4.



Bloom's Taxonomy: Application
Multiple Intelligences: Visual-Spatial





Learning Life Lessons

Safety First

Prepare Ahead:

- For this activity, use one or two audio broadcasts of public service announcements from agencies such as the US Department of Health and Human Services. These are widely available on the Internet.



1. Begin the activity with a brief discussion about the ways in which people are reminded to be **safe** (television reports, newspaper advertisements, radio messages, posters).
2. Introduce the term *public service announcement* and play the audio broadcasts. Note the ways in which the announcers relayed important material in a minute or less, with opening sentences that captured the audience's attention and closing sentences that summarized the main point.
3. Explain to your students that they will be working in pairs to write and perform a brief public service announcement (minimum six sentences) about **safe** behaviors. For example:
Did you know that intersections can be very dangerous? It is safe to drive your car when the stoplight is green, but stop your car when the light is red. Be careful when you ride your bicycle; if the stoplight is red, you have to stop. If you are walking, it is dangerous to cross the street when the light is red. You should only walk across the street when it is safe. Be very careful at intersections! This public service announcement is sponsored by the police officers from your city.



This would be an opportune time to introduce the phrase sponsored by.

4. After dividing the class into pairs, offer announcement topics such as the following: safe behaviors at home, at school, around town, during bad weather (a **drought** or a **flood**), or when preparing or eating meals.
5. Tell your students that their announcements should begin with a sentence that catches the audience's attention and end with a call to action. Remind learners that the purpose of their announcement is to warn people of dangerous activities and offer ways to stay safe. Students should also include the sponsor of their public service announcement.



(Lesson continues on next page)



**Word of
the Day:**
safe

Unit 1, Lesson 3, Part C (continued)

6. Allow time for duos to write their announcements. As you circulate around the room to answer questions and offer advice, advise learners that each partner is responsible for performing a portion of the announcement during the following **Assessment** activity.
7. If time permits, have students quietly rehearse the announcements in preparation for their upcoming performances.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Presenting Safe Practices

1. Ask each pair of learners, in turn, to perform the announcements they wrote during the previous **Learning Life Lessons** activity. Encourage students to listen for the subject chosen, the advice given, and the name of the sponsor of the announcement. Advise learners to take notes for the discussion following presentations.
2. Conclude the activity with a brief discussion about the safety tips students learned from their peers' presentations, based on the guidelines listed in Step 5 of the previous **Learning Life Lessons** activity.
3. Collect scripts for evaluation.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Verbal-Linguistic



Unit 1, Lesson 3, Part E

American Cultural Activity–Down on the Farm

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work collaboratively to research and discuss agricultural products in order to design a farm layout.

Materials:

- Slips of paper; four per pair of students
- Two containers
- Print and Internet resources about farms and agriculture
- Sheets of large paper (poster boards, butcher paper); one per pair of students
- Drawing materials

Connecting to Culture

Down on the Farm

Prepare Ahead:

- If possible, invite a farmer or agricultural agent to visit your class and listen to students' presentations.
- Draw and label a sample layout of a small farm using terms from this and previous Lessons.
- Write the names of farm animals and crops on slips of paper (see Step 1). Place the animal terms in one container and the crop terms in another. Use names more than once if necessary.

1. Begin the activity with a discussion of farms. Ask your students to describe farms, their locations, the types of animals that are raised, and the types of crops that are grown. Use the discussion to review Lesson vocabulary such as the following:

apples	chickens	ducks	pigs
bananas	corn	goats	potatoes
bees	cows	horses	tomatoes
carrots	donkeys	oranges	wheat

2. Explain to your learners that they will research specific farm products and use their findings to design their own farms.
3. Divide the class into pairs of students, and pass around the containers. Advise each pair to choose two slips of paper from each container so that they have two animals and two crops to research for their farm designs.





4. Inform your learners that they should find at least three facts about the animals and crops they chose. For example, students might note the types of food to feed young and older chickens, the best way to harvest potatoes, or a good place to plant corn.



5. Allow time for partners to conduct research using print and Internet resources. Circulate around the room and assist learners with unfamiliar terms. Advise learners to answer the questions in complete sentences.



6. After students have completed their research, explain to them that they will be designing the layout of a small farm. Using vocabulary from this and previous Lessons, learners should label its features, including spaces for animals and crops, a house, and other buildings. Display your sample layout and ask volunteers to name the items and describe them. For example:

You're raising pigs and goats near the wheat.

You're growing rice in the water.

7. Distribute large sheets of paper and drawing materials. Allow time for each pair of students to create the layout of their farm.

8. When the pairs are finished, have them present their layouts using the sentences they composed from their research.



If you have arranged for a farmer or agricultural agent to visit your class, invite her to listen to students' presentations. Ask your guest to comment on the presentations, and to ask and answer questions afterwards about farming in the local region. You may wish to schedule the visit for the next class period to allow for a productive dialogue.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial



Unit 1, Lesson 4, Part A

Sequence of Events

Vocabulary

Taught or Reviewed:

checked
checking
customer service
representative
earlier
helping
installing
late
later
now
repair person
repairing
returning
soon

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use the terms **earlier** and **later** when answering questions about preferred times to perform activities.
- Work collaboratively to write and present a timeline to their peers about the sequence of activities for an event.

Materials:

Sample timeline; one per student
Blank timeline; one per group

Skill Sharpener

Time to Talk

1. Remind your students of the meanings of the words **earlier** and **later**.
2. Ask for two volunteers to come to the front of the class. Assign one student the word **earlier** and the other student the word **later**. Then, ask several questions to the two volunteers to elicit a response using their assigned terms. For example, your dialogue may look like the following:
Teacher: Would you like to play baseball at 3:00?
Earlier student: No, I would like to play earlier. Let's play at 1:00.
Later student: I want to play later. Let's play at 4:00.
Teacher: Let's play at 2:00 instead.
3. Have the volunteers return to their seats, and then divide your class into groups of three. Within each group, have students assign themselves a number by counting off from one to three.
4. Instruct Student 1 to ask questions of the other members of his group. His questions should elicit responses that could include the words **earlier** or **later**. Remind all learners that good questions should include a reference to a specific time.
5. Tell Student 2 that she must respond to questions from Student 1 using the word **earlier**. Student 3 must respond using the word **later**.
6. Have your learners begin conversing in their groups. Challenge each group to ask and answer a minimum of five questions. Circulate around the room to listen for correct word use and pronunciation.
7. Have students remain in their groups of three for the following **Curriculum Connection** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic





Curriculum Connection

Timelines

Prepare Ahead:

- Have a copy of the sample timeline for each student (see **Appendix F**).
- Prepare a copy of the blank timeline for each group (see **Appendix G**).



1. Begin this activity by introducing the term *timeline*. Distribute the sample timeline to each student and allow several minutes for the class to silently read it. Discuss the sequence of events by asking questions about what happened first, next, last, earlier, or later on a particular day or during the week. Point out that the sentences in the timeline are in the imperative form.
2. Explain to your groups that they will be preparing and presenting their own timeline that illustrates a plan for events such as:
dates parties vacations tours of a city building houses
Tell your students that their timelines may show increments by the hour, day, or month.
3. After collecting the sample timelines, write the events listed in Step 2 on the board (add additional events if desired). Allow several minutes for each group to select its topic. Learners should then begin discussing the sequence of activities and drafting their timelines on sheets of notebook paper. Remind students that they should write the sentences describing what they will do in the imperative form.
4. When groups have checked and edited their sentences, distribute blank timelines and have your students prepare their final copy.

As an option, you may distribute butcher paper or sheets of poster board to the groups, and have them use these for their timelines instead.

5. Tell your learners that they will be presenting their timelines during the following **Assessment** activity, with each member of the group responsible for reading a portion of the timeline to the class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

(Lesson continues on next page)

**Word of
the Day:**
later

Unit 1, Lesson 4, Part A (continued)

Assessment

Telling About Time

1. Call on each group of students, in turn, to present the sequence of activities of their chosen event, using the timeline they created in the previous **Curriculum Connection** activity.
2. Advise the audience to listen carefully during each presentation, as you will be asking questions afterward about activities that occurred **earlier** or **later** in the course of the described events.
3. When all are finished, conclude with a brief discussion about other situations in which a timeline would be useful (learning about historical events, organizing personal schedules).
4. Collect timelines for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





**Vocabulary
Taught or
Reviewed:**

borrow
borrowed
cancel
canceled
canceling
earlier
Information
later
lending
lent
plan
planned
planning

Unit 1, Lesson 4, Part B

Plan of Action

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Discuss alternative plans for events that have been **canceled**.
- Work collaboratively to write and perform a script about someone who schedules and reschedules daily tasks.

Materials:

Script; two copies

Engage and Explore
Change of Plans

1. Review the meaning of the word **cancel**, and lead a class brainstorming session about the choices that are available when plans change. For example, if a baseball game is canceled because of rain, alternative activities might include:
We can go to another baseball game later, when it is sunny.
We can play a game inside.
We can watch a movie at home or at a movie theater.
2. Divide the class into groups of three students and explain that they will be discussing different plans in response to another cancellation.
3. Write the following sentences on the board:
She's canceling their dinner reservation because her husband is sick.
I'm sorry, the flight has been canceled because of snow.
Have the groups count off by twos. Assign the number-one groups the first sentence and the number-two groups the second sentence.
4. Allow several minutes for each group to find three alternative plans for their canceled event. Then, call on each student to relay a solution to the class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic





Being Creative

Personal Planners

Prepare Ahead:

- Have two copies of the script (see Step 2) available for this activity.



1. Introduce the term *personal assistant*. Note that this person has the job of scheduling someone else's daily tasks, such as appointments, reservations, and travel plans. Ask your learners if they know of someone who has such a job, either in reality or as a character in a book, movie, or television show.

2. Explain to students that they will be working in pairs to write and perform a script (minimum 12 lines) about a personal assistant who works for a manager. Students should include in their scripts the following aspects of the personal assistant's job: scheduling appointments, reservations, or repairs, canceling tasks, and rescheduling appointments for earlier or later times. Ask two volunteers to read the following sample script aloud:

Manager: Good morning, Lucas.
Personal assistant: Good morning, Ms. Baker.
Manager: Can you tell me about my appointments today?
Personal assistant: Yes. You have an appointment with Mr. Clancy at noon.
Manager: I have to cancel this appointment because I'm meeting my husband for lunch at noon.
Personal assistant: Would you like to make an earlier appointment with Mr. Clancy?
Manager: Yes. Please call Mr. Clancy's office and make an appointment for 10:00 instead.
Personal assistant: Do you want me to make a lunch reservation for you and your husband?
Manager: Yes. Please call the Italian restaurant on Orange Street to make a reservation for noon.
Personal assistant: Okay. I'll make a reservation for you.
Manager: Please plan an appointment with the other managers for this afternoon.
Personal assistant: Would you like to meet at 2:00?
Manager: No, I would like to meet later. Please make the appointment for 2:30 instead.
Personal assistant: Okay. I will call the managers. (Lucas goes to his desk.)
(Ms. Baker leaves her office and goes to Lucas's desk.)
Manager: Lucas, I have a problem with my computer. Please call a repair person.
Personal assistant: (talking on the phone) Hello? There is a problem with a computer. Can you come to the office on 34 Main Street in 10 minutes? Thank you. Goodbye.
(to his manager) Ms. Baker, someone will be here soon.
Manager: Thank you, Lucas.

(Lesson continues on next page)

**Word of
the Day:**
plan

Unit 1, Lesson 4, Part B (continued)

3. Allow time for students to write their scripts, as you circulate around the room to answer questions and offer advice.
4. If time permits, ask learners to quietly rehearse their lines in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Performing as Planned

1. Have each pair of students perform the script they wrote during the previous **Being Creative** activity.
2. Conclude the activity by asking students to share their thoughts about the job of personal assistant, and whether or not they would consider this as a career choice.
3. Collect scripts for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





**Vocabulary
Taught or
Reviewed:**

city
downtown
friend
lunch
movie
recommend
reservation
said
tell
telling
vacation
visit

Unit 1, Lesson 4, Part C

May I Recommend...

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write a review of a food, shopping, or entertainment venue, using the term **recommend**.
- Analyze and comment on peers' reviews, following prescribed requirements.

Materials:

Newspaper, magazine, and Internet printouts of reviews of food, shopping, and entertainment venues

Sample review; one copy

Colored pencils, various colors; one per student

Skill Sharpener

Rave Reviews

Prepare Ahead:

- *Select five short, positive reviews about restaurants, cafes, bakeries, stores, and entertainment venues.*
- *Copy the reviews and have one available for each student.*

1. Ask your students to take a moment to think of their favorite restaurant and a reason why they prefer it. Then call on volunteers to share their restaurant and reason with the class.
2. Introduce the noun *review* and explain to your students that people often write reviews in newspapers, in magazines, and on Internet sites to **recommend** certain places to others.
3. Distribute a review to each student and allow several minutes for silent reading. Encourage learners to read for the gist of the review to determine the main ideas presented by the author.
4. Have students share the types of things they read in their reviews. Consider asking questions such as the following to begin the conversation:
 - What did the place look like?
 - What did the place sell or present?
 - What did customers tell the person writing the review about the place?
5. Collect the reviews at the conclusion of the activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text

Five-Star Reviews

Prepare Ahead:

- Write the column headings listed in Step 1 on the board.
- Have a copy of the sample review (see Step 2) to read to the class.



1. Have your learners take out a sheet of paper and copy the headings you have written on the board:

bakery	clothes store	movie theater	park
cafe	ice cream store	museum	restaurant

When students are finished, ask them to choose five headings and write the names of their favorite places beneath them. Model the activity by selecting five headings and writing the names of your favorites on the board.



2. Tell your students that they are going to select one of the places they noted and write a brief review of it for a newspaper, magazine, or website. Ask learners to listen as you read the following example:

Rosie's Review

By Rosie McNally

When tourists, friends, or family ask me to recommend the best cafe in New York, I always say Minus 88 on Kincaid Place. Why? The cafe is in a good neighborhood on the first floor of an old brick building near a beautiful park. The cafe has two large windows with a lot of tables and chairs inside. They sell only five types of coffee, but it is always fresh and tastes good. If you are hungry, Minus 88 sells soup, sandwiches, and salads made in their kitchen. They also have cakes and pies that are baked every morning in a bakery across the street. I am not the only person in New York who loves Minus 88. Yesterday, I saw a tourist I had met last week, and she said she liked Minus 88 a lot and had recommended it to other tourists!



As an option, make a transparency of the review and put it on an overhead projector so students can read along.

3. When you are finished reading, ask questions such as the following:

What is the cafe called?
Where is the cafe?
What does Rosie like about the cafe?
How does she know others like the cafe?



4. Before students begin to write, point out that their review must be at least eight sentences long. Learners should use the term **recommend** twice, give a physical description of the place, and state three reasons why they like it. As a reminder, write these requirements on the board. Emphasize to your students that they should use only positive statements in their reviews.



(Lesson continues on next page)

**Word of
the Day:**
recommend

Unit 1, Lesson 4, Part C (continued)

5. Allow time for learners to write their reviews. Circulate around the room to answer questions about grammar, punctuation, and spelling.
6. Keep the requirements (see Step 4) on the board, and have students retain their reviews for use during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment

Reviewing the Reviews

Prepare Ahead:

- *Use the colored pencils for this activity.*

1. With their reviews from the previous **Extending the Text** activity in hand, students should find a partner. Distribute pencils to each duo, ensuring that partners receive different colors.
2. Instruct your learners to trade reviews and take several minutes to read and assess them. Remind students to use the requirements on the board as the basis for their responses.
3. Learners should note that the author (their partner) has followed the requirements, underlining each use of the term **recommend**, drawing a rectangle around the physical description, and circling the three reasons for the author's preference. Direct students to write their favorite detail of the review at the bottom of the page.
4. When a student has finished assessing her partner's review, she should discuss her responses with the author. Besides noting whether or not the author completed each requirement, the partner should also point out any spelling, grammar, or punctuation issues, as well as the overall impact of the review. Stress the importance of constructive feedback; all students must give specific comments and helpful solutions to the author.
5. Have several volunteers read their reviews to the class, if time permits.
6. Conclude the activity by collecting reviews for evaluation.

As an option, ask your students to revise their reviews and bring the new drafts to the following class session for evaluation.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Unit 1, Lesson 4, Part D

Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write about the details of farm life using agriculture and time-of-day vocabulary.
- Converse with their families about a story they have written.

Materials:

List of vocabulary from Lessons 3 and 4; one per student

Classroom Community

In-Class Activity—A Farmer's Life

Prepare Ahead:

- Have vocabulary lists available for each student.

1. Explain to your students that they will be writing a two-paragraph story about a day in the life of a farmer, using a minimum of ten vocabulary words from Lessons 3 and 4.
2. Distribute vocabulary lists and spend a few minutes reviewing words by asking several volunteers to use three or four of them in complete sentences.
3. Discuss ideas that students might want to include in their stories, such as descriptions of activities that happen earlier or later in the day, machines that are installed or checked, plans that should be made for planting or harvesting, or items that farmers might borrow from each other.
4. Circulate around the room while students are writing, and be available to answer questions or address concerns.
5. When students are finished, ask several volunteers to share their stories with the class.
6. Have students retain their stories for use during the following **Community Connection** activity.





Community Connection

Out-of-Class Activity–Family Conversations

1. Have your learners take home the stories they wrote in the previous **Classroom Community** activity and tell their families about a farmer's activities. Students may also read the stories to their families.
2. Encourage students to converse with their families about the details of their stories.
3. During the next class session, ask learners to share a few details of their family conversations about the stories. Then, collect stories for evaluation.



Unit 1, Lesson 4, Part E

Journal Activity–Planning Strategies

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write about a time when they planned a trip or an event.

Personal Reflections

Planning Strategies

1. Ask learners to write in their journals about a time when they planned a trip or an event for themselves or for their families. Students should include the steps they took to put their plans in place (calling people, making reservations, shopping for certain items).
2. If your students' plans were **canceled**, have them include this information in their entry and note the reason for the cancelation. If the event or trip was rescheduled for an **earlier** or **later** time, learners should add these details to their account.





Unit 1, Lesson 4, Part F

International Cultural Activity–Stories, Songs, and Dances

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work collaboratively to conduct research about a country's legends and lore in order to tell their peers about a popular folktale, well-known folksong, and traditional folkdance.

Materials:

- Slips of paper; one per listed country
- Container
- Print and Internet resources about traditional stories, songs, and dances from various countries
- Sheets of poster board; one per group
- Drawing materials

Connecting to Culture

Stories, Songs, and Dances

Prepare Ahead:

- Write the countries listed in Step 3 on slips of paper. Fold and place in the container.
- Be prepared to share examples of your own family folklore (see Step 1) with your students.

1. Begin the activity by asking students to tell you about stories, songs, or dances they have learned from family members. These may include nursery rhymes, fairy tales, or family stories, as well as children's songs and dances for special occasions. Introduce the terms *folktale*, *folksong*, and *folkdance* and note that people around the world share stories, songs, and dances that have been a part of their culture for many years.

This is an opportune time to teach the word traditional.

2. Explain to your learners that they will be working in small groups to prepare and present an illustrated report about a folktale, folksong, and folkdance of a particular country. Advise students that you will be assessing their oral presentation according to the following guidelines: coverage of all three topics, clear communication, and equal participation of each group member.

3. Divide the class into groups of three and have someone from each group choose one of the following countries from the container:

Australia	China	France	Italy	Mexico	Spain	United States
Brazil	Egypt	Germany	Japan	Russia	United Kingdom	





4. After every group has chosen a country, write the terms *folktale*, *folksong*, and *folkdance* on the board as a reminder of the target subjects. Reports may include topics such as the following:

Folktales

La Befana (Italy)

Stories by the Brothers Grimm (Germany)

Folksongs

De Colores (Mexico)

Volga Boat Men (Russia)

Folkdances

Dengaku (Japan)

Flamenco (Spain)

5. Allow time for students to conduct their research using print and Internet resources to prepare notes and collect illustrations. Provide poster board and drawing materials when learners are finished writing their reports. Remind students that each group member is responsible for a portion of their presentation.

6. Have each group present their project to the class. To ensure audience participation, tell learners that they will be expected to answer questions after each presentation.

7. Conclude the activity by asking students to share a favorite fact they learned from their peers. Point out any similarities you may have found among the traditions of the various countries.

8. Collect reports for evaluation and display posters for all to admire.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Unit 1, Lesson 5, Part A

Focused Activity–Learning to Listen

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use aural cues to identify industry, shopping, and agriculture vocabulary in the context of sentences.

Materials:

Sheets of paper; one per student
Course Content
List of sentences
Bingo chips; 16 per student

Extra Help

Learning to Listen

Prepare Ahead:

- Draw 4×4 grids on the sheets of paper.
- Select Unit vocabulary words from the Course Content and randomly place them in the grid squares. Provide variety by mixing up words on several grids so not all grids contain the same selection of words.
- Prepare a list of sentences containing words in the grid squares, using the Course Content as a resource.

1. Distribute one sheet of gridded paper and 16 *Bingo* chips to each student.
2. Explain that you will read sentences aloud. Advise students that they may hear more than one vocabulary word per sentence. When learners hear a vocabulary word that appears on their paper, they should place a chip on top of that word. As soon as a student has placed four chips in a row (horizontally, vertically, or diagonally) tell him to shout “Bingo!” Have the learner read his words aloud to check if he has marked the words you read. Ask students to clear their grids to begin a new game.
3. Continue the activity as long as time permits.

You may wish to give students blank 4×4 grids and have them write words you have chosen in random squares.



Unit 1, Lesson 5, Part C

Focused Activity–Vocabulary Match

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Interpret written clues to determine how to accurately fill in words missing from sentences.

Materials:

Copies of incomplete sentences; one per student

Slips of paper

Extra Help

Vocabulary Match

Prepare Ahead:

- Make photocopies of incomplete sentences (see Step 1); one copy per student.
- Write vocabulary words (see Step 2) on slips of paper, using each term only once and one term per slip.

1. Distribute a copy of the following incomplete sentences to each student:

At ____, everything on the farm is sleeping.

Because there are many customers, the grocery store needs to ____ the number of clerks.

He's ____ their date. First they'll have dinner, and then they'll go to the movie theater.

She always wears her boots when she ____ in the garden.

It is ____ to walk across the crosswalk when the light is green.

The clerk is giving the customer her ____.

She's ____ their dinner reservation because her husband is sick.

The ____ is pushing dirt.

Lunch is ready at ____.

I never buy books. I always ____ them from the library.

The number of tourists at the beach ____ during the fall.

The boy is looking at the whale through the ____ window.

When there is a ____, it is difficult for animals to find water.

I should have gone to the bank _____. It closed at 12:00.

The ship ____ tourists to the islands for vacation.

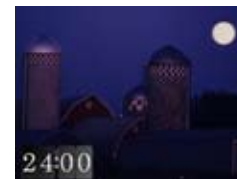
This ____ can only be used if there's a fire.

They're eating lunch now and will work ____.

This power plant ____ electricity from coal.

We're visiting a farm where the farmers ____ donkeys.

You have to buy a ticket at the ____.





2. Distribute to every learner an equal number of slips of paper, each containing one of the following vocabulary words:

borrow	digs	exit	midnight	raise
bulldozer	drought	glass	noon	receipt
canceling	earlier	increase	planning	safe
decreases	entrance	later	produces	transports

3. Ask students to silently read the list of incomplete sentences and to decide where their words fit best. Remind students to look for clues within the sentences to help with their decision making.

4. When students have finished, explain that you will read the sentences aloud. When a student hears a sentence that is missing one of her words, she should call out the word and then read the complete sentence.

5. Write the missing word on the board so that everyone can fill in the blank correctly.

6. After learners have correctly completed their worksheets, conclude the activity with a choral reading of the sentences.





Unit 2

Arts and Academics

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Unit 2: Arts and Academics

Software Lesson Descriptions

The following are summaries of the vocabulary, grammar features, and conversational language taught in this Unit of the Rosetta Stone® software Lessons.

Lesson 1

Describing possibility, genres of literature and film, **story, song, real** and **artificial, might, could, maybe, represent, beginning** and **end**

Featured Dialogue

A man and his girlfriend peruse a video store, only to find that they have different tastes when it comes to genre. In the end, they happily settle on a comedy.

Lesson 2

Government and citizenship, **politics** and **law, war** and **peace, culture** and tradition, **past, now, future**, review of the conditional mood

Featured Dialogue

A law student from Japan travels to another country to study. A young girl from her host family is surprised that the woman is not wearing traditional Japanese clothing and that she takes off her shoes before entering a house.

Lesson 3

Mathematical functions, laboratory vocabulary, branches of science, **find out**, review of the conditional mood in the present perfect tense

Featured Dialogue

Students in a science class present their experiments. One woman presents her biology experiment showing that music accelerates plant growth. Another woman shows how many planets are visible to her without a telescope. A man compares and contrasts the chemical components of coffee and tea.

Lesson 4

Growing and learning, academic terms, **become, possible** and **impossible**

Featured Dialogue

A boy worried about passing his chemistry class grapples with the temptation of cheating on his exam. After a friend encourages him to study hard instead, he is pleased that he passes his exam and graduates with his friends.

Milestone

You and your friend decide to watch a film about an astronomer. You both enjoy the movie and discuss the symbolism in the film and what it means to you.





Unit 2: Arts and Academics

Introduction to Unit 2

This new Unit equips students with essential vocabulary for scenarios they can easily identify with: studying, working, relaxing, and discussing their dreams. Thinking of studying abroad? Then students will want to learn about modern and **traditional culture** while they master vocabulary such as **assignment**, **exam**, **term**, **pass**, and **graduate**. Aspiring to become a famous **biologist**, work as a **government** diplomat, or discover new **planets**? Then **cells**, **experiments**, **telescopes**, and **war** and **peace** are must-haves in a vocabulary arsenal. But life is not all work and study! Relax a little and digest a **novel** that is **sad** or **romantic** or learn cultural **songs** and **stories** that are **funny** or **scary**. A review of the conditional and conditional perfect tenses fits in smoothly with the scenarios of this Unit.

Teaching Unit 2

Rosetta Stone excels at immersing learners in real-life scenarios, and this Unit is no exception. The new academic and artistic vocabulary will directly intersect with students' everyday lives, so it won't be hard for them to grasp and immediately begin using the new words. In fact, you just might find them asking for additional vocabulary to use during in-class dialogues and collaborative reports. Be prepared to give free reign to creativity as students practice the conditional tense. Lots of speaking and writing opportunities are interspersed with games, interviews, and even a musical Lesson!

Lesson 1a: Story Starters

Fittingly, this new Unit begins with a focus on the term **beginning**, as your students create stories that move logically from an opening scenario to a clearly defined **end**. After learners have read their stories aloud, classmates will discuss details about the events portrayed and whether they consider the tales to be **funny**, **romantic**, **sad**, or **scary**.

Lesson 1b: When Were You Born?

There are sure to be plenty of fascinating biographical facts in the air today while students interview each other to gather basic life-history information. After the question-and-answer session, learners will write a biography of a classmate and then share it with a small group of peers.

Lesson 1c: Read All About It

The book lovers in your class will relish the opportunity to weave into today's Lesson their fondness for a favorite romance, comedy, or science fiction novel. Pairs of students will collaborate to write and perform a dialogue about their literary choices and then join in as you lead a discussion about the books featured in their presentations.

Lesson 1d: Journal Activity–Super Storylines

Calling all bookworms and movie buffs! Today students will write in their journals about their favorite book or movie, focusing on the storyline and genre and why they are captivated by their selection.

Lesson 2a: Tradition, Tradition!

With each new generation, families around the world hand down their most beloved and meaningful customs, religious beliefs, and ways of celebrating holidays and other important events. In today's Lesson, learners will reflect upon what is **traditional** in their families, and then collaborate with classmates to research and present a report about the traditional culture, clothing, and government of a country other than the United States.

Lesson 2b: Law of the Land

It is important for your students to understand and use civic language, so today their legal and political vocabulary will be put to the test in two ways. First, they will identify what is legal and illegal in real-life situations. Next, learners will use the term **government** as the key word in an acrostic puzzle and create sentences to put Lesson vocabulary in context.

Lesson 2c: On One Condition

Being a flexible problem-solver in negative situations is a skill your students will find handy in this Lesson. The combination of **would** and **since** is the focal point for this conditional-sentences activity. Students will collaborate on writing a script about someone who wants to do one activity, but is forced to do another because of a circumstance that is out of his control.

Lesson 2d: Review

Your learners become art critics today! After choosing a piece of modern art to review, students will write about the artist, the artwork, and what the art **represents** to them. Learners will then take their critiques home to share with family and friends, write notes about audience reactions to the artwork, and report back to the class.

Lesson 2e: Journal Activity–Cultural Customs

Students will become culturally conscious as they document **traditional** ceremonies, clothing, food, or holidays from their respective countries. In addition, they will follow the evolution of these traditions from the **past** to the present.

Lesson 2f: International Cultural Activity–Passport to Culture

A whirlwind tour of nations around the globe awaits your students during this activity. Learners will set up stations featuring countries and their unique **cultures**, while tourists roam from place to place. The travelers will then fill out their Passport to Culture until they have visited each country.

Lesson 3a: Jeopardizing Words

Put on your game face and get ready for a fun-filled, quiz-show-style vocabulary review! During today's Lesson, students will spontaneously recall and review recently introduced vocabulary words having to do with **science** and **math**. Then two teams of students will challenge each other to use those same vocabulary words as they guess the questions related to given answers. The challenge—and the fun!—will double when students write their own answer-question combinations for the final round.

Lesson 3b: Stars of Science

Empower your students to clear up any cloudy thinking and reach for the stars as they complete sentences containing conditional perfect verbs such as **would have** and **could have**. Students will then research, write, and present short reports about famous **biologists**, **chemists**, and **astronomers**.

Lesson 3c: Back to School

Today, students will take the familiar and get creative with it as they discuss what happens during different types of classes. After a class brainstorm session, your learners will break out into pairs to write and act out scripts about what **could** happen in various classes.

Lesson 3d: Journal Activity—New Discoveries

Watch out! You're guaranteed a lot of "light bulb" moments today as you direct a class full of Thomas Edisons and Marie Curies. Students will use their imaginations to write journal entries about working with an **astronomer**, **biologist**, or **chemist** to make discoveries that just might change the world.

Lesson 3e: American Cultural Activity—Writing the Blues Away

Americans tend to be colorful people; they turn green when envious, red when angry, white when frightened, and blue when sad. This lesson will teach students how to sing away the blues as they learn about the American tradition of blues music and write their own songs in the same genre.

Lesson 4a: Impossible Becomes Possible

Impossible? Not anymore! Students will begin this lesson by writing sentences using the words **impossible** and **possible**. They will continue by writing and illustrating a brochure showing how things that used to be impossible became possible and how that happened. Endless possibilities are sure to make this a creative class session.

Lesson 4b: Very Becoming

Tell your learners to finish their **assignments** when they are **due** and study hard to **pass** their **exams**. That is just the kind of advice students will give each other as they strategize how to **become** a doctor or achieve their own personal goals.

Lesson 4c: Graduating with Class

Life is full of dilemmas, and today your students will advise an imaginary college student who is tempted to **cheat** on a difficult **chemistry** exam. Learners will practice conditional verbs as they consider what the chemistry student **could have** done better, and what **might** be the consequences of his decisions.

Lesson 4d: Review

Alone or with friends? At home or at the library? Your classroom will buzz as students deliberate over the best ways to study. Then your learners must put their language skills to good use outside the classroom as they interview five friends about their study habits and document their findings in a carefully crafted summary.

Lesson 4e: Journal Activity—Endless Possibilities

The sky is the limit today as your students write about their hopes and aspirations. Whether their dreams lie in having a rewarding job, playing a musical instrument, or improving their athletic prowess, your learners will describe their ambitions and the steps they can take to achieve their goals.

Lesson 4f: Enrichment Activity—Teacher for a Day

Find out what it feels like on the other side of the desk as your advanced students teach the class for you. Help your budding instructors design lesson plans that engage learners and involve them in baking a cake, learning a dance routine, or tying complicated knots. Everyone will benefit from this fresh exchange of ideas.

Lesson 5a: Focused Activity—Speaking of Movies

Everyone has different tastes in movies. Today you will challenge students to focus on verbal expression when they present a scripted conversation between two people coming to a compromise when renting a movie.

Lesson 5b: Focused Activity—Reading Book Reviews

Ready for a good read? Your students will read book reviews and answer questions about the type of novels reviewed and the actions of the characters.

Lesson 5c: Focused Activity—The Right Vocabulary Word

Ensure that your students have full command of their new vocabulary words in context. This Lesson aims to do just that by providing your learners with a list of terms and a series of incomplete sentences. Students will gain confidence as they match words to sentences and read them aloud to the class.

**Vocabulary
Taught or
Reviewed:**

artificial
beginning
end
funny
might
real
romantic
sad
scary
song
story

Unit 2, Lesson 1, Part A

Story Starters

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work individually to write a story that has a clearly defined **beginning** and **end**.
- Comment orally and in writing on aspects of stories that make them funny, sad, romantic, or scary.

Materials:

Rosetta Stone Lesson Photos that show at least one person; one per student
Handouts; one per student

Flexing the Imagination

In the Beginning...

Prepare Ahead:

- *Use the photos for this activity.*

1. Explain to your students that they will be writing a brief story (minimum five lines) based on a photograph.
2. Show a photo to the class and invite comments about what is happening in the picture.
3. Ask students to imagine what happened in the moments before the picture and what **might** happen afterward. Together, craft a sample story from the photo and the comments shared.
4. Distribute a photo to each learner, and allow time for them to compose their stories. Advise students to give their stories a clearly defined **beginning**, and to suggest what **might** happen in the **end**.
5. Circulate around the room to assist learners with vocabulary, spelling, the sequence of events, and use of the word **might**.
6. Advise students to keep their photos and stories for the following **Curriculum Connection** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic





Curriculum Connection

What's the Story?

Prepare Ahead:

- Have a handout for each student (see Step 2).



1. Explain to your learners that they will be reading their stories aloud to a small group of their peers. While one partner is reading her story and displaying her photo, her group mates should take notes about what happens at the beginning and the end of the story. Students should also comment on whether they think the story is **funny**, **sad**, **romantic**, or **scary**—or a combination of these.



2. Divide the class into groups of four students. Distribute to each student a handout with three sets of the following prompts:
 - What is the name of the student telling the story?
 - What happened at the beginning of the story?
 - What happened at the end of the story?
 - Is the story funny, sad, romantic, or scary?

3. Allow time for students to tell their stories and for partners to take notes on their handouts.

4. Have students retain their stories, photos, and handouts for use in the following **Assessment** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



Assessment

A Happy Ending



1. Allow several minutes for students to review their handouts and select a story they wish to talk about.
2. Call on students to share their notes about the selected story with the class while the author displays her photo.
3. Continue as time permits, and encourage audience members to offer their own opinions about what made a story funny, sad, romantic, or scary.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
story

Vocabulary

Taught or Reviewed:

biography
comedy
could
future
love
novel
past
represent
represents
romance
science fiction
story

Unit 2, Lesson 1, Part B

When Were You Born?

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Reciprocate with classmates in asking and responding to biographical questions.
- Write a biography of a peer, using specific guidelines, and read it to other classmates.

Materials:

Two sample biographies; one of each per student

Jump Start

Blasts from the Past

Prepare Ahead:

- Select brief, well-organized biographies of two famous people from different eras.
- Have a copy of these biographical sketches for each student.

1. Review the meaning of the word **biography** and distribute a copy of the first biography to each student.
2. After allowing several minutes for learners to read the biography, point out features such as the person's date of birth, place of birth, and accomplishments. Talk about how a well-written biographical sketch is organized.
3. Distribute the second biography and instruct students to read it silently, looking for information similar to what they have just finished discussing.
4. Call on students to recall what they learned while reading the second biography—date and place of birth, accomplishments, and other interesting information.
5. Ask your learners to retain the sample biographies for reference during the following **Extending the Text** activity.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic

Extending the Text

Past, Present, and Future

1. Explain to learners that they will be working in pairs to interview each other about their lives. Students will then write a brief biography (minimum five sentences) about their partner to share with the class.





2. Write these questions on the board:

When were you born?
Where were you born?
Where did you go to school?
What are your hobbies?
What job do you want someday?

Tell students that these are the interview questions they will be asking each other.



3. Divide the class into pairs of students. Allow time for partners to query each other in order to gather the biographical information. Suggest that interviewers take careful notes.

4. When students complete their interviews, have them return to their own desks to write a biography of their partner. Remind learners to refer to their notes and to ensure that their writing is organized in flowing paragraphs, rather than in mere lists of unrelated facts. Suggest that students use the sample biographies from the previous **Jump Start** activity as a guide.



5. Circulate around the room to answer questions about spelling, grammar, and punctuation.

6. When students are finished, ask them to keep their biographies for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Getting to Know Each Other

1. Ask learners to rejoin their partners and then to form a foursome with another pair of students.
2. Have each learner read her partner's biography to the group. Instruct those listening to write down one or two facts they did not know about each person in their group.
3. Reassemble the class and ask students to share the new facts they discovered about their peers.
4. Collect biographies and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
biography

**Vocabulary
Taught or
Reviewed:**

comedy
could
funny
maybe
might
novel
romance
romantic
science fiction

Unit 2, Lesson 1, Part C

Read All About It

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Work collaboratively to write and present a dialogue about a novel that is a **comedy**, **romance**, or **science fiction**.
- Discuss books they are interested in reading, based on the information in peers' presentations.

Materials:

Vocabulary list of words from this Lesson; one per student
Sample script; two copies

Special Note: Prior to this class session, ask students to gather information about a book of fiction they have read: its title, the author's name, the main idea, and the type of book they think it is (comedy, science fiction). Students may also include their opinions of the book (funny, scary, romantic).

Writing Warm-Up Connecting Ideas

Prepare Ahead:

- Have a vocabulary list available for each student.

1. Distribute lists and have each student work individually to use at least four vocabulary terms to write three connected sentences. For example:

My mom likes to read romance novels. My brother likes to sing funny songs.

I like to watch science fiction movies.

2. After allowing several minutes for students to write, call on volunteers to share their sentences with the class.

3. Collect sentences for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection Novel Ideas

Prepare Ahead:

- Students should use the information they brought from home about their book.
- Have two copies of the sample script available (see Step 2).

1. Explain to your students that they will work in pairs to write and present a script (minimum 10 lines) about the books they chose, using the information they gathered at home.





2. Ask a pair of volunteers to read the following sample script:

Student 1: Have you read *The Time Machine* by H. G. Wells?

Student 2: No. Is it a comedy?

Student 1: No, it's science fiction.

Student 2: Tell me about it.

Student 1: It's the story of a man who could travel through time.

Student 2: Was it scary?

Student 1: Yes. It was scary when he lost his time machine, but he found it and traveled to a different year.

Student 2: Have you read *Pride and Prejudice* by Jane Austen?

Student 1: No. Tell me about it.

Student 2: It's a romantic novel. At the beginning of the book, the man and woman don't like each other.

Student 1: What happens at the end?

Student 2: At the end of the book, they love each other.

3. Divide the class into pairs of students and allow time for them to write their scripts. Remind learners of the elements they should include in their scripts, such as the book's title, author, and main idea, the type of book, and personal opinions of the book.

4. Circulate around the room to answer questions about spelling, grammar, or punctuation. If time permits, have students rehearse their scripts in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment

New Discoveries

1. Have each pair of students perform the script they wrote in the previous **Curriculum Connection** activity. Advise the audience to listen carefully during each performance and to write down the title of a novel that they might like to borrow from the school library.

2. When students are finished, lead a brief discussion about the novels presented. Ask students which books in the scripts they might be interested in reading.

3. Collect scripts for evaluation.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
novel

Unit 2, Lesson 1, Part D

Journal Activity–Super Storylines

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Describe in writing various elements of their favorite movie or book, including the genre and storyline, and give reasons for their preference.

Personal Preferences

Super Storylines

Have your students write a journal entry about their favorite movie or book. Learners should note what type of story it is, give a brief synopsis of the plot, and explain why the film or publication appeals to them. Advise students to use as many of the following words as are appropriate:

beginning
biography
comedy
could
end
funny
maybe
might
novel
represents
romance
romantic
sad
scary
science fiction





**Vocabulary
Taught or
Reviewed:**

culture
modern
peace
traditional
war

Unit 2, Lesson 2, Part A

Tradition, Tradition!

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Identify **traditional** events and activities common to their family or culture.
- Write and present a report about the **culture**, clothing, and **government** of a country other than the United States.

Materials:

An item or image representing one of your own family traditions
Print media or Internet resources about different countries; one country per group
Art and drawing materials

Quick Start

Tradition Transition

Prepare Ahead:

- *Use your traditional item or image for this activity.*

1. Write the word **traditional** on the board. Underneath, write the names of things that are traditional in your family—such as a holiday, seasonal celebration, meal, or religious observance—and describe your tradition to the class. Explain the significance of the item or image you brought to class and how it relates to the tradition you described.
2. Ask your students to describe for the rest of the class some of their own cultural or family traditions. Encourage each student to share about one traditional item or activity. As time permits, categorize their traditions on the board.

This may be an opportune time to introduce the word tradition.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Skill Sharpener

Tradition Composition

Prepare Ahead:

- *Use the resource materials about different countries for this activity.*
- *Have art and drawing materials available.*

1. Divide your class into groups of three and assign each group a different country. Explain to students that they will be learning about a country's traditional culture, clothing, and government.





2. Distribute to each group the resource materials about its assigned country.

3. Direct students to collaborate with their group members to compose a report. Each learner should focus on a different aspect of his group's country (culture, clothing, or government) and write a paragraph (minimum three sentences) about that topic. Encourage students to share their findings with the others in their group so that there is no overlap of content among the paragraphs.

4. Once learners have written their paragraphs, distribute art and drawing materials and encourage groups to prepare visuals for their presentations. Circulate around the room to answer questions and offer advice.

5. Ask students to hold on to their written reports and visuals for the following **Assessment** activity. If time permits, suggest that groups rehearse their presentations.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Tradition Transmission

1. Have groups take turns presenting their illustrated reports to the class. Each learner should present his topic as part of the presentation. Advise the audience to listen carefully, as you will be asking questions about the traditional culture of each country.

2. Conclude the activity with questions and a brief review of new facts that students learned while creating and listening to the reports.

3. Collect the written reports for evaluation. If desired, allow students to post their reports and illustrations on a class bulletin board.

4. Keep the student reports and visuals available for use with **Unit 2, Lesson 2, Part F**.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
traditional

**Vocabulary
Taught or
Reviewed:**

citizen
citizens
election
government
illegal
law
legal
passport
peace
police officer
politician
politics
soldier
store
war
work
worked
works

Unit 2, Lesson 2, Part B

Law of the Land

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Distinguish between **legal** and **illegal** as they apply to actions described in sentences.
- Write sentences using **government** and other civic vocabulary.

Materials:

Index cards; one card per group
Lesson vocabulary list; one copy

Jump Start

Legal Ease

Prepare Ahead:

- Write **legal** on the front and **illegal** on the back of the index cards.

1. Divide your class into groups of four students.
2. Distribute one index card to each group and explain that you will describe an activity occurring in a particular situation. Each group should decide together if the action is legal or illegal, and then display the side of the card with their answer.
3. Call out scenarios such as these:
 - Beth is throwing trash in a trash can.
 - Julie is entering her friend's house for a party.
 - Mary is turning left while the stoplight is red.
 - Mr. Reynolds is twenty-five years old and is voting in the election today.
 - Ms. Feldmann is driving straight ahead while the stoplight is green.
 - Phil is throwing trash on the beach.
 - Sam is eight years old and is voting in the election today.
 - Sara is breaking a window and entering a house while no one is home.
4. Give students time to discuss whether the action is legal or illegal. Then, have all groups display their answers in unison.
5. Ask one volunteer from each group to explain their answer. If time allows, invite students to comment on differences among laws in various countries and cultures.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Extending the Text

Governing Principle

Prepare Ahead:

- Have a Lesson vocabulary list available for your reference.



1. Have students take turns calling out words they remember from the software Lesson. Write these words on the board. Add words from your vocabulary list so that students have a complete set of Lesson terms. Make sure the word **government** is included. After creating the list, have volunteers spontaneously use various words in sentences to ensure comprehension.
2. Display on the board the following acrostic puzzle, which uses **law** as the main word. Point out that in this type of puzzle, letters from a main word are used to form other words that branch out from it.
3. Tell your students they will be creating their own acrostic puzzle using **government** as the main word. Then, have students take out a sheet of notebook paper and write this word on it vertically, one letter per line.
4. Allow time for students to complete their acrostic using the vocabulary list on the board and other words they remember from previous Lessons. Encourage learners to use only vocabulary related to government and country. The following example may be a helpful reference for you:

lega**L**
pe**A**ce
 War

fla**G**
 c**O**untry
 Vote
 Iegal
 p**R**esident
politicia**N**
 American
 Election
 citize**N**s
 poli**T**ics

(Lesson continues on next page)

**Word of
the Day:**
government

Unit 2, Lesson 2, Part B (continued)

5. After students complete their acrostic, ask them to write five sentences, each containing at least one word from their puzzle. For example, based on the acrostic in Step 4, sentences might include:

The politician won the election.

American citizens should vote!

The American flag is red, white, and blue.

My mother lives in the United States, but she was born in a different country.

It's legal for the president to drive.

6. Have students retain their acrostic puzzles and sentences for use in the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Laws of Learning

1. Ask students to return to their groups from the previous **Jump Start** activity. Instruct learners to read their acrostics aloud to their group.
2. When students are finished, ask them to share with the class three of their best acrostic sentences. Pay attention to learners' comprehension of vocabulary through the context of the sentences.
3. Collect acrostics and sentences for evaluation.



Bloom's Taxonomy: Knowledge
Multiple Intelligences: Verbal-Linguistic





Unit 2, Lesson 2, Part C

On One Condition

Vocabulary Taught or Reviewed:

citizen
citizens
government
instead
lawyer
passport
politician
psychologist
since
would

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Match written phrases to form conditional sentences.
- Write and perform scripts featuring conditional sentences using **would** and **but since**.

Materials:

Slips of paper; one per student
Two containers
Sample dialogue handout; one copy

Skill Builder

Matching Conditions

Prepare Ahead:

- *On slips of paper, write clauses from conditional sentences and place in the appropriate container (see Step 2).*

1. Explain to your learners that they will be playing a game in which each player has a slip of paper with half of a sentence written on it. They must find the person who has the other half of the sentence.
2. Pass around the containers and instruct students to take a slip of paper from one of them. Learners will see that the slips reveal phrases such as:

Container A

I would go ice skating with you,
He would ride his bicycle to work,
She would wear a skirt today,
I would wear this dress,
I would order seafood,
He would vote for you,
He would ask her to the movie,
I would lend you my book,
I would travel to Russia,
I would bake you a cake,

Container B

but since it's too small, I'll wear a skirt.
but since he's not a citizen, he can't.
but since I don't know how to, I can't.
but since I broke my leg, I can't.
but since he has no money, he can't.
but since it's raining, he'll drive.
but since it's cold, she'll wear pants.
but since I don't have a passport, I can't.
but since I lost it, I can't.
but since I'm allergic to it, I can't.

3. Direct students to walk around the room, reading and listening to each other's phrases in turn. When two phrases match to form a logical sentence, the two learners should pair up to collaborate in the following **Skill Sharpener** activity.
4. Allow time for all students to find their partner with the matching phrase. If there are phrases that could match more than one other, help learners decide which match is most logical, so that every student has a partner.
5. Ask each pair of students to read their complete sentence aloud to the class.





6. Invite the class to comment on what words the sentences have in common, and ask if they notice any patterns in the sentences.



Bloom's Taxonomy: Knowledge
Multiple Intelligences: Verbal-Linguistic



Skill Sharpener *In Good Condition*

Prepare Ahead:

- Prepare a sample dialogue (see Step 2); one copy.
- Use the slips of paper from the previous **Skill Builder** activity.



1. Inform your learners that they will be writing a dialogue (ten lines minimum) that includes the sentence they formed in the previous **Skill Builder** activity. The script should give some background for the sentence or further develop the scenario suggested by the sentence. Advise partners to include Lesson vocabulary, perhaps by making one of the characters a **psychologist**, **lawyer**, **politician**, or **government** worker.



2. Invite two volunteers to perform a sample dialogue such as this:

Student 1: Hello. What happened?

Student 2: When I was skiing, I fell and broke my leg.

Student 1: Skiing is dangerous. Play soccer instead.

Student 2: Okay. Goodbye.

Student 1: Hello. What happened?

Student 2: I broke my arm while I was playing soccer.

Student 1: Soccer is dangerous. Would you like to play tennis with me?

Student 2: I would play tennis, but since I broke my arm, I can't.

Student 1: You're right. Tennis is dangerous. Watch television instead. Goodbye.

Student 2: Goodbye.

Student 1: What happened?

Student 2: When I was watching tennis on television, I fell off the couch and hurt my head.



(Lesson continues on next page)

**Word of
the Day:**
since

Unit 2, Lesson 2, Part C (continued)

3. Remind students that each partner must contribute equally to writing the script.
4. Allow time for learners to write and rehearse their scripts. Circulate around the room to assist learners and to listen for correct use of the target sentence and the dialogue built around it.
5. Advise learners to retain their scripts for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Conditional Renditions

1. Using the scripts they created in the previous **Extending the Text** activity, have groups take turns performing their scripts.
2. Collect scripts and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Unit 2, Lesson 2, Part D

Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write an art review that addresses what a work of modern art **represents**.
- Discuss with family members what they think a work of modern art **represents**.

Materials:

Print media and Internet resources about modern art

Classroom Community

In-Class Activity—Writing an Art Review

Prepare Ahead:

- Have print and Internet resources about modern art available to students.
- Write the questions in Step 4 on the board.

1. Begin the activity by reading these sentences aloud:

This sign represents electricity.

The sign on the left represents women, but the one on the right represents men.

This flag represents Brazil.

This bird represents peace.

The photo represents the wife's love for her husband.

2. Ask your learners what the word **represents** means in these sentences and point out that objects can represent both tangible articles and intangible ideas.
3. Tell your students that they will be looking at modern art in books and magazines and on the Internet. They will choose a favorite painting, drawing, sculpture, or statue and then write a short art review discussing the ideas represented by the artwork.

This would be a good time to introduce the term art review and to remind students of the words artwork, gallery, and artist that were introduced in Level 4, Unit 1, Lesson 3, Part E.

4. Distribute the print materials to your students or instruct them to find examples of modern art on a museum website. Allow learners ten to fifteen minutes to peruse their media and to select a favorite piece of artwork. Encourage them to take notes, with the following questions in mind:

What is the name of the artwork?

What is the name of the artist?

When did the artist make the artwork?

Why did you choose this artwork?

What does the artwork represent to you?

5. Direct students to write answers to the questions in Step 2 using complete sentences, and then to combine their sentences to create one or two well-constructed paragraphs (minimum eight sentences).



Unit 2, Lesson 2, Part E

Journal Activity–Cultural Customs

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write descriptions of the details of specific features of a cultural tradition, and compare the original and modern versions, when applicable.

Reflection

Cultural Customs

1. Ask your students to take several minutes to think about a tradition they are familiar with in their home culture or American culture. Offer events such as holidays and milestone celebrations as possible topics for students to explore.
2. Have learners describe in their journals specific details of the features of the tradition they have in mind. These might include the details of a ceremony, types of clothing worn, or special foods that are prepared.
3. Mention that if details about the tradition have changed over the years students should briefly describe this change and compare the original version of the tradition with the modern one. Advise your learners to use the terms **past**, **now**, and **future** to discuss the change.



**Vocabulary
Taught or
Reviewed:**

add
calculator
cells
chemicals
class
divide
Earth
laboratory
microscope
multiply
planet
stars
subtract
telescope

Unit 2, Lesson 3, Part A

Jeopardizing Words

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Spontaneously recall and define vocabulary related to science and math, including **telescope**, **Earth**, **add**, and **subtract**.
- Write and say answer-and-question combinations using correct sentence structure and vocabulary words.

Materials:

Vocabulary list
Answer-and-question lists; two copies

Skill Builder

Multiplying Vocabulary

Prepare Ahead:

- Have the vocabulary listed under Step 1 available.

1. Ask students one at a time to call out a new vocabulary word they learned in the first part of the **Unit 2, Lesson 3** software Lesson (see list below). You may want to offer the hint that most of the words are related to math or science. As they call out a correct word on the list, write it on the board. Continue until the entire list is on the board.

add	microscope
calculator	multiply
cells	planet
chemicals	stars
class	subtract
divide	telescope
laboratory	

2. Ask for volunteers to tell the class the meaning of a word on the board by using the word in a sentence. Encourage all students to listen carefully, as they will need to recall these words and their meanings for the following **Skill Sharpener** and **Assessment** activities.

3. Leave the list on the board for use during the following **Assessment** activity.



Bloom's Taxonomy: Knowledge
Multiple Intelligences: Verbal-Linguistic



Unit 2, Lesson 3, Part A (continued)

Assessment

Devising Additional Questions

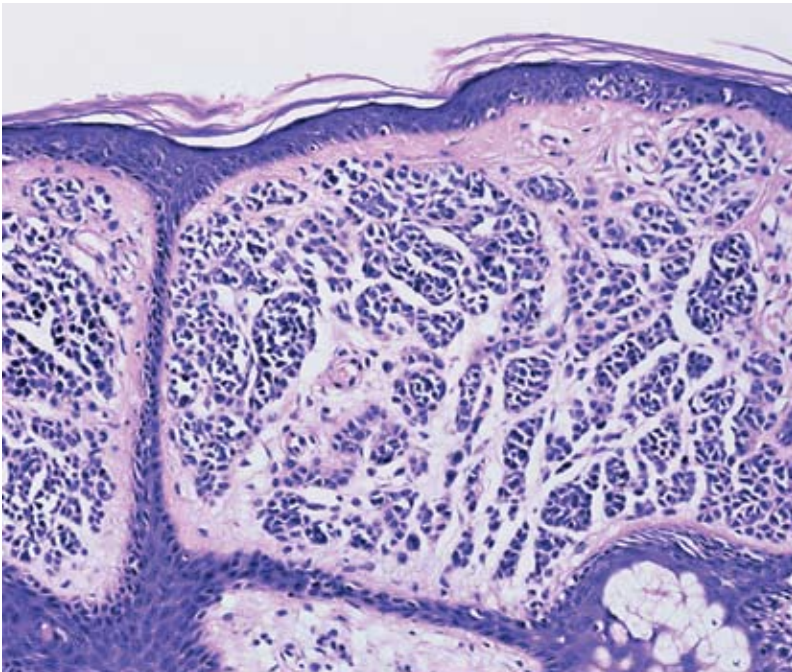
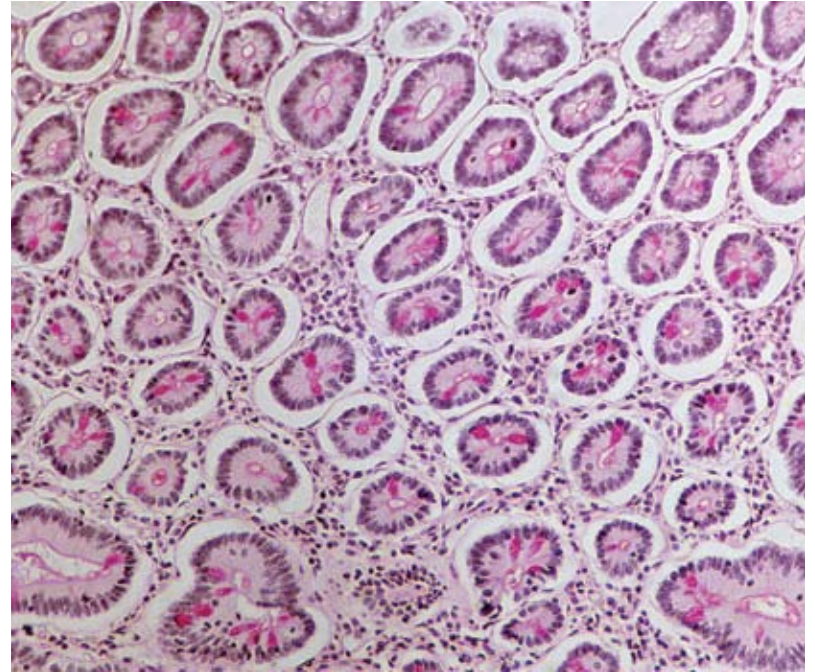
1. Explain to students that they are going to continue the quiz game from the previous **Skill Sharpener**. However, this final round will be a challenge round. Students will compose their own answers and corresponding questions similar to the ones used in the previous activity. Write the following questions and answers on the board to demonstrate the sentence structure:
Answer: This is what a biologist will use to discover how well plants grow underwater.
Question: What is an experiment?

Answer: He is trying this type of experiment to discover what happens when you add two chemicals together.
Question: What is chemistry?
Tally marks will be awarded for correctly worded answers as well as correctly guessed questions.
2. Instruct each student to write down one question and its corresponding answer, making sure to place the answer first and the question second. Encourage learners to use vocabulary recently learned from the software and to make sure their questions have specific answers. For inspiration, students may refer to the vocabulary list created on the board during the previous **Skill Builder** activity. Circulate around the room to help with wording and sentence structure.
3. Have a student from Group 1 read his answer aloud. Add a tally mark on the board for Group 1 if the answer is grammatically correct. Call on the student in Group 2 who raised his hand first to guess the corresponding question. Add a tally mark for Group 2 only if the question is correctly guessed on the first try. If not, have the student from Group 1 read the correct question aloud. Next, have a student from Group 2 read an answer, and allow the first responder in Group 1 to guess the corresponding question. Continue alternating between the two groups until each student's answer-and-question combination has been given. Announce the total points for each group.
4. Collect the answer-and-question combinations for evaluation.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic





**Vocabulary
Taught or
Reviewed:**

astronomer
astronomy
biologist
biology
cells
chemical
chemicals
chemist
chemistry
discover
experiment
microscope
planet
planets
telescope

Unit 2, Lesson 3, Part B

Stars of Science

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use oral prompts to complete sentences containing conditional perfect verbs.
- Work collaboratively to research, write, and present a report about a **biologist, chemist, or astronomer**.

Materials:

Handouts 1 and 2; one each per pair
Slips of paper and container
Print media and Internet resources about famous scientists
Poster boards; one per group and drawing supplies

Jump Start

Would Have, Could Have

Prepare Ahead:

- *Create two handouts. Each handout should contain different pattern prompts (see Step 3).*

1. Introduce the activity by asking your learners to listen to the pattern in the following sample sentences:

I could have been a biologist, but I liked chemistry more.

We would have bought a telescope, but we didn't have enough money.

Check for comprehension by asking volunteers these questions:

Why isn't he a biologist? Why didn't they buy a telescope?

2. Ask a volunteer to listen to your prompt and complete the sentence, as in this example:

Teacher: I would have finished my experiment, but...

Student: I would have finished my experiment, but my microscope broke.

3. Divide the class into pairs and distribute the two handouts to each pair. Have students take turns reading their prompts while their partners respond.

Handout 1

She would have played outside yesterday, but...

He would have made it to work on time, but...

He would have played tennis, but...

I would have gone to the game, but...

He would have gone to the play, but...

Handout 2

You would have gone to school, but...

We would have gone ice skating, but...

You would have gone to the party, but...

They would have gone home, but...

You could have borrowed my umbrella if...

4. Circulate around the room, asking learners questions similar to those in Step 1.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text

A Life of Discovery



Prepare Ahead:

- Write the names of astronomers, biologists, and chemists (see Step 2) individually on slips of paper, fold them, and place them in the container.
- Have print media and Internet resources available.
- Provide poster boards and drawing supplies.



1. Explain to your students that they will work in small groups to prepare a five-minute presentation, which will include an illustrated poster, about a famous astronomer, biologist, or chemist. Each presentation should include important facts about the scientist's life and **experiments** or discoveries. Encourage learners to use Lesson vocabulary.

2. Divide the class into groups of four learners. Pass around the container and have groups choose a slip of paper showing the name of a scientist in one of the three disciplines listed below. Choices might include:

Astronomers

Tycho Brahe
Annie Cannon
Nicolaus Copernicus
Galileo Galilei
George Hale
Stephen Hawking
Edwin Hubble
Hypatia
Henrietta Leavitt
Carl Sagan

Biologists

James Bailey
Rachel Carson
Francis Collins
Jacques Cousteau
Charles Darwin
Sylvia Earle
Carolus Linnaeus
A. S. Loukashin
Gregor Mendel
Darlyne Murawski

Chemists

Robert Boyle
George Washington Carver
Marie Curie
John Dalton
Dorothy Hodgkin
Antoine Lavoisier
Yuan Lee
Shannon Lucid
Alfred Nobel
Ahmed Zewail



3. Explain that groups should split into pairs, but before doing so they should decide how to divide their labor to accomplish the group assignment. Group members should determine which pair will review the print media and Internet resources and which will arrange highlights of the selected scientist's career on an illustrated poster.

4. When students have finished their assignments, allow time for groups to rehearse their presentations for the following **Assessment** activity. Advise learners that each group member should present his part of the project to the class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

(Lesson continues on next page)

**Word of
the Day:**
experiment

Unit 2, Lesson 3, Part B (continued)

Assessment

Panel of Experts

1. Have groups take turns presenting their findings to the class, using the information and visuals they assembled during the previous **Extending the Text** activity. Advise students in the audience to take notes because you will be questioning them about each presentation.
2. After each presentation, quiz learners regarding details about the scientist, such as her name, where she lived, and what experiments she performed.
3. Collect projects and evaluate.

*If more time is necessary for the presentations, consider extending the **Assessment** activity into another class period.*



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic





Unit 2, Lesson 3, Part C

Back to School

Vocabulary Taught or Reviewed:

art
astronomy
biology
chemistry
class
discover
Earth
English
experiment
history
math
planets
star
stars
telescope

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Classify vocabulary under academic headings.
- Collaboratively write a dialogue about an imaginary day at school.

Materials:

Sample script; two copies

Jump Start

Favorite Classes

1. Write the following headings on the board:
 - art class
 - astronomy class
 - biology class
 - chemistry class
 - English class
 - history class
 - math class
2. Ask volunteers what activities they do during each class (read books, perform experiments with chemicals, multiply and divide), and record their answers beneath the headings. Encourage your students to use vocabulary learned in this Lesson. Once each heading has at least two terms listed, ask learners to choose three of their favorite classes from the list.
3. Have students explain in writing why the classes they chose are their favorites. Advise learners to use some of the terms noted on the board and to write at least three sentences regarding each of the classes they selected.
4. When your students have completed their sentences, divide the class into pairs and have partners share their sentences with each other. If time permits, have the class regroup and ask volunteers to read one of their sentences aloud.
5. Leave the list of terms created during Step 2 on the board for the following **Extending the Text** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text *School of Thought*



Prepare Ahead:

- Have two copies of the sample script (see Step 3).



1. Ask students about the kinds of questions that their family members ask them at the end of the school day. If no one mentions the following question, write it on the board: *What did you do in school today?*
2. Have a few volunteers share what they have done in school today.
3. Explain to students that they are going to work with a partner to write a script (minimum ten lines) detailing an imaginary school day. Ask for two volunteers to read the following dialogue:
 Student 1: What did you do in school today?
 Student 2: I gave a presentation about a biology experiment to discover if music helps plants grow.
 Student 1: How did you do that?
 Student 2: I had two plants, and I gave them the same amount of water and light.
 Student 1: What did you do next?
 Student 2: I didn't play my violin for one plant, but I did play it for the other plant.
 Student 1: What did you discover?
 Student 2: The plant that I played my violin for grew two inches in two weeks.
 Student 1: How much did the other plant grow?
 Student 2: The other plant grew one inch.
 Student 1: You had an interesting day!
4. As a class, brainstorm about scenarios students could feature in their scripts. For example:
 I did an experiment in my chemistry class.
 I finished my painting in art class.
 I studied new words in my English class.
 I multiplied in math class.
 I learned about ancient wars in history class.
5. When learners have finished generating scenario ideas, divide the class into pairs and have students choose one of the ideas and write a script similar to the example in Step 3.
6. Circulate around the room while students are writing their scripts, and be available to answer questions about punctuation, grammar, and vocabulary. Direct learners to the list on the board created in the **Jump Start** activity for further help.

**Word of
the Day:**
experiment

7. When students are finished, encourage them to practice their dialogues quietly in preparation for the following **Assessment** activity. If time permits, encourage pairs to familiarize themselves with their dialogue so they can speak without using their script.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Classroom Conversation

1. Have each pair of students perform the script they wrote during the previous **Extending the Text** activity. After each performance, ask your learners about what happened during that particular imaginary school day.
2. Collect scripts for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



Unit 2, Lesson 3, Part E

American Cultural Activity–Writing the Blues Away

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write lyrics in the meter and rhyme scheme of traditional blues songs.

Materials:

Audio sample of a blues song

Connecting to Culture

Writing the Blues Away

Prepare Ahead:

- Bring an audio sample of a blues song to class. Possible musicians include Muddy Waters, B. B. King, and Carl Perkins.

1. Write *The Blues* on the board, and then introduce the term by asking students if they are familiar with it. After students have commented, tell them that *the blues* is an expression indicating a feeling of sadness. Someone might say, "I feel blue," or "I've got the blues."
2. Explain that *the blues* is also a type of traditional American music. Blues songs often have sad themes, but their purpose is to express the sadness as a means of getting rid of it. Some blues songs include a line about "singing the blues away" or some other promise of future happiness.
3. Play your audio sample of a blues song at least twice to allow students to get used to this type of music. Ask learners what makes the blues different from other kinds of music they are familiar with.
4. Tell students you have a blues song to share. Write the following sample blues verses on the board:

I woke up this morning and I looked at the sky
I woke up this morning and I looked at the sky
I sang a sad song that made everybody cry

I cried last night and the night before
I cried last night and the night before
When I wake up tomorrow I won't cry anymore





5. Ask students what they notice about the structure of this blues song. If necessary, point out that there are three lines, that the second repeats the first, and that the third line rhymes with the other two.



This may be an opportune time to introduce the word rhyme.

6. Lead the class in learning the rhythm of the blues by tapping a steady beat of four counts—about one beat per second. You can say or sing the words, fitting them into the steady four-count as follows:

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
I woke up this morning and I looked up at the sky

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
I woke up this morning and I looked up at the sky

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
Then I sang a sad song that made everybody cry



- Now divide the class into pairs of students and instruct them to write their own blues songs (three verses minimum). Remind students to follow the three-line structure and rhyme scheme that you demonstrated. Encourage your learners to explore sad subjects yet keep the tone positive with lines that look forward to future happiness. Remind your songwriters to use vocabulary they have learned in their Rosetta Stone software Lessons.



8. Allow time for pairs of students to compose their songs. Circulate the room to help identify rhyming words and to assist with the verse structure.

9. When the pairs have finished writing their songs, have them perform for the class by speaking or singing their songs.

10. Collect the songs and evaluate them for vocabulary and verse structure. Display the songs for all to admire.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Musical-Rhythmic



Unit 2, Lesson 4, Part A

Impossible Becomes Possible

Vocabulary

Taught or Reviewed:

became
become
future
impossible
left
now
past
possible

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Independently create sentences that demonstrate understanding of **impossible** and **possible**.
- Collaborate in writing, illustrating, and presenting a brochure about things that used to be impossible but now are possible.

Materials:

Course Content
Slips of paper; four per student
Container
Copies of sample brochure; one per student
Print media and Internet resources
Copies of blank brochure; one per pair
Drawing materials

Quick-Start Review

That's Impossible!

Prepare Ahead:

- *On slips of paper, write vocabulary terms from this and previous Lessons (see Step 2), using the Course Content. Fold the slips in half and place in the container.*

1. Write these sentences on the board:

It's ____ for ice to become water.

It's ____ for a penguin to fly.

Ask two volunteers to verbally fill in the blanks using **impossible** or **possible**. Then, ask two other learners each to create a sentence that makes the first statement impossible and the second statement possible. For example:

It's impossible for ice to become wood.

It's possible for a duck to fly.

2. Pass around the container and have each student choose four slips of paper. Instruct your learners to write four sentences—each containing one of the vocabulary terms they have selected. Also tell students that they should use **impossible** in two of their sentences and **possible** in the other two.
3. When learners have finished, divide the class into groups of three and ask students to share their sentences with their group members. If time permits, regroup learners and have volunteers read two of their sentences aloud.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text

Endless Possibilities



Prepare Ahead:

- Copy and fold the sample brochure (see **Appendix J**); one per student.
- Have copies of the blank brochure for each pair of students (see **Appendix K**).
- Have print media and Internet resources available for this activity.
- Use the drawing materials for this activity.



1. Ask your students to take a few minutes to write down things that seemed to be impossible in the past but now are possible. When the allotted time is over, ask learners to tell you their ideas and write them on the board. Some ideas might include:

People walked on the moon.
Women can vote.
People travel in airplanes.
People talk on the phone to other people who are in another country.
I can speak, read, and write English.



2. Display and distribute copies of the sample brochure about making the impossible possible. Review the contents with your class and ask questions about the main ideas of the brochure:
What used to be impossible?
What is now possible?
How did it become possible?



3. Explain to students that they are going work in pairs to create an illustrated brochure about one of the ideas written on the board. The brochure will answer the three questions you just discussed in Step 2. At the end of the class, partners will present their brochure to the class. Remind students that both learners must take part in the presentation. Inform learners that they may keep the sample brochure as a guide for the format but they may not use the same topic.



4. Divide the class into pairs. Allow time for learners to use print and Internet sources to research their topic before distributing the brochure template. While students are creating their brochure, circulate around the room and answer questions about style, grammar, punctuation, and spelling.

5. If time permits, encourage pairs to fold the brochure in thirds and decorate the back panels with titles and illustrations. When students are finished, have them retain the brochures for the following **Assessment** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical

(Lesson continues on next page)

**Word of
the Day:**
impossible

Unit 2, Lesson 4, Part A (continued)

Assessment

It Is Possible!

1. Have pairs take turns presenting their brochures to the class. Instruct students to take notes about each presentation because you will be asking follow-up questions about the content.
2. After each presentation, ask the class questions to make sure they understand the information that each group is presenting.
3. Collect brochures for evaluation. If possible, display them in the classroom for others to enjoy.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Visual-Spatial





**Vocabulary
Taught or
Reviewed:**

assignment
become
calculator
chapter
chapters
cheat
cheating
chemist
difficult
doctor
due
end
exam
experiment
fail
graduate
impossible
laboratory
microscope
page
pages
pass
possible
rope
study
telescope
term

Unit 2, Lesson 4, Part B

Very Becoming

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use **difficult**, impossible, and possible to complete sentences about various activities.
- Use academic vocabulary to write a paragraph about preparing to **become** a doctor.

Materials:

Slips of paper; one per student
Tape

Jump Start

Imagine the Possibilities

Prepare Ahead:

- Write one of the incomplete sentences shown in Step 1 on each slip of paper. Make sure there is a different sentence on each slip.
- Have the tape available for this activity.
- Draw on the board a Venn diagram with three circles labeled Difficult, Impossible, and Possible.

1. Hand each student a slip of paper showing one of the following incomplete sentences:

It's ____ to cross the Atlantic Ocean by swimming.
It's ____ to cross a pool by swimming.
It's ____ for a person to become an insect.
It's ____ to become a biologist who studies insects.
It's ____ to climb a mountain.
It's ____ to swim from New York to London.
It's ____ for ice to become water.
It's ____ for a brick to become gold.
It's ____ for a penguin to fly.
It's ____ for milk to become ice cream.
It's ____ to take astronomy and chemistry.
It's ____ to pass an exam if I don't study.
It's ____ to pass an exam if I study a lot.
It's ____ to learn English.
It's ____ to learn Chinese.
It's ____ to become a chemist.
It's ____ to look at cells through a microscope.
It's ____ to see planets without a telescope.
It's ____ for milk to become butter.
It's ____ to win a championship.





2. Ask each learner in turn to come to the board and read his sentence aloud, filling in the blank with **difficult**, **impossible**, or **possible**. The student should then tape his sentence to the board in the appropriate region of the Venn diagram.



3. If time permits, encourage the audience to comment on the sentences. There may be a variety of opinions about whether the sentences have been completed with the correct word. If a region of the Venn diagram remains empty, ask students why that is the case.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical

Stretching the Imagination *Becoming Something*

Prepare Ahead:

- Write required and optional vocabulary words on the board (see Step 2).



1. Explain to your learners that they will write a paragraph (six sentences minimum) about studying hard in school to prepare to become a doctor.
2. Point out the words you wrote on the board, and advise students to use all these words in their writing:

assignment	cheat	fail	pass
become	due	graduate	study
chapter	exam	page	term

Invite your writers to use some of these words in their paragraphs:

calculator	laboratory	telescope
experiment	microscope	



3. Suggest that students begin their paragraphs with a phrase like "If you want to become a doctor, you should finish every assignment when it is due."



4. Circulate around the room assisting students with sentence structure and correct use of vocabulary.

5. When students finish writing, ask them to retain their paragraphs for the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

(Lesson continues on next page)



**Word of
the Day:**
become

Unit 2, Lesson 4, Part B (continued)

Assessment

More Becoming

1. Ask your students if it was easy or difficult for them to write their paragraphs in the previous **Stretching the Imagination** activity. Ask whether they found the required vocabulary list helpful, and what other words they would recommend to someone doing the assignment.
2. After eliciting comments about the writing assignment itself, begin a discussion about the jobs your learners would actually like to have, and what they can do to prepare for them.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal





**Vocabulary
Taught or
Reviewed:**

answers
astronomy
cheat
cheated
cheating
class
college
could
exam
exams
fail
failed
graduate
graduating
idea
pass
passed
semester
taking
term
worried

Unit 2, Lesson 4, Part C

Graduating with Class

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Complete sentences using academic vocabulary and conditional perfect construction.
- Write and read aloud a paragraph advising someone who is considering **cheating** on an exam.

Materials:

Index cards; one per sentence
Container
Sentences handout; one per student
Scenario handout; one per student

Quick Start Review

Acting Out

Prepare Ahead:

- Write the sentences listed in Step 1 on index cards (one sentence per card). Fold cards and place them in the container.
- Create a handout with the sentences listed in Step 1 for each student.

1. Distribute a handout with the following sentences to each student:
If they play soccer today they'll fail their math exam tomorrow.
If they study math today they'll pass their math exam tomorrow.
Now that they have graduated from college, they have become teachers.
They can't believe they failed their exams.
They failed their driving exam.
They passed their driving exam.
They passed their exams!
They're cheating on their exam.
They're graduating from college today.
They're just starting college. They're planning to graduate in four years.
2. Divide the class into pairs of learners. Explain that each pair will take turns acting out a sentence for others to guess their actions based on the words **fail**, **pass**, **graduate**, and **cheat**.
3. Have a student from each pair select a card from the container and show it to his partner. Pairs should then take turns acting out their sentence for the class as the audience guesses which sentence they are performing. Remind students to refer to their handouts to determine the sentence their peers are acting out.

As an option, consider conducting this activity without the handout. Students will then have to be more creative in both their acting and guessing. It may take more time, as well.



Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic





Curriculum Connection

Important Decisions

Prepare Ahead:

- Make a scenario handout (see Step 2) with room for students' responses.



1. Explain to learners that they will read a short passage describing a situation in which someone has to make an important decision. Students should fill in the blanks in the passage with words from the list. Then they will write a paragraph (minimum six sentences) about what they think the person should do.



2. Distribute the handout to each student, and lead the class in a choral reading of the passage, clapping in place of each blank line.

I am twenty-two years old, and I am in _____. Last _____ I studied _____, and I learned a lot about stars and planets. I _____ have been a better student, but since I didn't study enough, I wasn't.

This term I'm taking chemistry, and it isn't going very well. I'm _____ because I have an _____ on Monday. I am afraid that I will _____ the exam, and then I won't _____ this class. If I don't pass this class, I won't _____. I have an idea. I know someone who is _____ the exam the day before me. She might give me her _____. I have never _____ before. It might be a bad _____.

answers	cheated	could	fail	idea	taking	worried
astronomy	college	exam	graduate	pass	term	

What do you think I should do? Should I cheat? What might happen if I do?



3. Now instruct students to fill in the blanks and then to write their own paragraphs in response to the questions posed. Circulate around the room to monitor progress and answer queries.



4. When your learners have completed their paragraphs, ask them to keep their papers for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic



(Lesson continues on next page)

**Word of
the Day:**
graduate

Unit 2, Lesson 4, Part C (continued)

Assessment

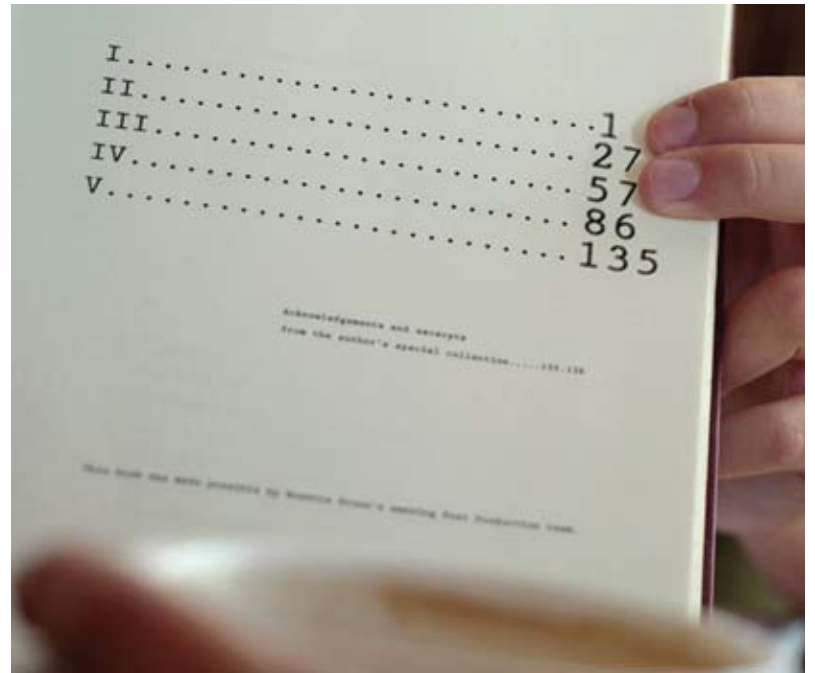
Frank Opinions

1. Divide the class into groups of three students. Explain that group members should check to see that they all understand the passage from the previous **Curriculum Connection** activity and have filled in the blanks correctly. Then each student should read his paragraph to his group mates. Encourage group members to comment on what they like about each other's paragraph.
2. When groups are finished discussing their paragraphs, ask for volunteers to read their opinions to the class. Then ask the audience for suggestions as to what someone could do instead of cheating.
3. Collect paragraphs for evaluation.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic





Unit 2, Lesson 4, Part D Review

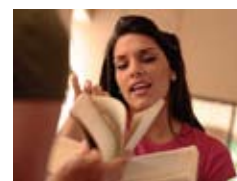
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write a paragraph describing their strategy for studying for an exam.
- Survey five friends about their study habits and write a paragraph summarizing the results.

Classroom Community

In-Class Activity—Examining Study Habits

1. Write the phrase Studying for Exams on the board; underneath it write these column headings: *Classes, When, Where, How.*
2. Fill in each column on the board, one at a time, based on suggestions your students call out. If midterm exams are coming soon or have just happened, encourage learners to respond based on exams they have just taken or are about to take. For example, have students call out different classes or performing arts for which they have exams (such as math, **biology**, **chemistry**, language, music, and art), and write these on the board under the *Classes* column.
3. Ask students to tell you when they study for the classes listed in the columns (every evening, only before exams, ten minutes before class), where they study for these classes (at home, at school, on the bus, at the piano), and how they study for these classes (reading, studying with friends, practicing piano). Record learners' responses in the appropriate columns.
4. Discuss study habits that are most effective, and circle some of the most effective ideas listed on the board.
5. Instruct each student to choose one class for which he anticipates having an exam this semester. Have him write a paragraph of at least three sentences describing how he currently studies for this class. Then, have each learner write two sentences about how he could improve his study habits for this class. Students' paragraphs may look something like this:
I have an exam in my math class next week, and if I pass my exam I'll graduate. I study math with a calculator, but I study only twenty minutes before I have an exam. I also try to study on the bus. I'm worried that I won't pass the exam. I could have been studying every evening at home. Instead of going to the beach on Saturday, I might stay home and study for my exam.
6. Divide the class into groups of four and have students read their paragraphs aloud within their group. Circulate around the room to listen for correct sentence structure and pronunciation.
7. Collect papers and evaluate.



Unit 2, Lesson 4, Part E

Journal Activity–Endless Possibilities

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Identify an ambition that is possible for them to pursue, and describe in writing the ways in which they could achieve this goal.

Reflection

Endless Possibilities

1. Have your students take several moments to think about goals that are possible for them to achieve (speaking English fluently, achieving good grades, becoming skilled in athletic or musical pursuits, working in a satisfying job, having a successful career).
2. Ask learners to select one of these aspirations and describe in their journals the steps they can take to reach this desired goal.





Unit 2, Lesson 4, Part F

Enrichment Activity–Teacher for a Day

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Teach their class a lesson, carefully differentiating the **beginning**, middle, and **end**, and using visual examples to model the lesson's objective.

Materials:

- Sample lesson plan; one per student
- Blank lesson plan; one per student

Stretching the Imagination

Teacher for a Day

Enrichment Activities engage advanced students in challenging language-learning projects that extend beyond the traditional class period. Timetables should be adapted to fit the schedules of the student or students involved, with weekly or periodic meetings to keep them on track. Consider having students review, edit, and critique each other's work at different points during the projects. Do your best to keep this activity as student-driven as possible.

Prepare Ahead:

- *Make copies of the sample lesson plan and blank lesson plan (see **Appendices L and M**)*
1. Explain to your learners that they will each plan and teach a ten- to fifteen-minute lesson during the next few weeks, using the sample lesson plan as a guide.
 2. Brainstorm with the class to elicit ideas for their lessons and advise them of any parameters you may wish to set in terms of appropriate topics and materials. Suggest that learners take notes for future reference.
 3. Distribute the sample lesson plan and read it aloud with your students. Ask them to point out which activities take place at the **beginning** of the lesson and which take place at the **end**. Introduce the term *middle*, and indicate the activities in the middle of the sample lesson. Suggest that, when learners write their lesson plan, they mark the beginning, middle, and end of the plan. Notations like that will help them keep pace while teaching.



Unit 2, Lesson 5, Part A

Focused Activity–Speaking of Movies

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use expressive speech tone while performing a dialogue about film genres.

Materials:

Script; one copy per student

Extra Help

Speaking of Movies

Prepare Ahead:

- Have a copy of the script available for each student (see Step 2).

1. Divide the class into pairs of learners and explain that they will be practicing a scripted conversation about choosing a movie to rent.
2. Distribute a copy of the following script to each student, and then allow time for partners to rehearse their lines.

Student 1: What type of movie should we rent tonight?

Student 2: I don't know. Let's look together!

Student 1: I like to watch romantic movies. Do you want to watch this romance?

Student 2: I don't want to watch this romance! I like to watch science fiction movies.

Do you want to watch this science fiction movie?

Student 1: I don't want to watch this science fiction movie!

Student 2: I like to watch movies about presidents. Do you want to watch this biography?

Student 1: I don't want to watch this biography!

Student 2: Maybe we should watch this movie instead. I read in the paper that it's funny.

Student 1: Yes, let's watch a comedy!

3. Have students take turns performing the dialogue for the class, using their scripts as needed. Advise the actors to focus on speaking their lines with expression.
4. If time permits, have students switch characters or partners and practice reading new lines.





Unit 2, Lesson 5, Part B

Focused Activity–Reading Book Reviews

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Answer questions about two book reviews after reading them silently alone and aloud in pairs.

Materials:

Photocopies of book reviews; one per student

Extra Help

Reading Book Reviews

Prepare Ahead:

- Have copies of the book reviews available for each student (see Step 1).

1. Distribute copies of the following book reviews:

Novel 1:

I'm reading a romantic novel about a husband and his wife. There's a photo of the two of them that's important to the story. It represents the wife's love for her husband. At the end of the novel, the photo is torn. They don't love each other anymore, so he moves to a different country. It's sad.

Novel 2:

I'm reading a science fiction novel about a man who travels through time. First, he travels to the past and talks to a famous president. Next, he travels to the future and discovers the woman who will be his wife. It's a science fiction novel, but it's also a romance.

Allow time for students to read the book reviews silently. Have them circle Lesson vocabulary as they read.

2. Divide the class into pairs and ask each partner to read one of the book reviews aloud. Circulate around the room and listen for correct pronunciation.

3. Write questions such as the following on the board:

What type of novel is Novel 1?

What does the photo in the story represent?

Why is the photo torn at the end of the novel?

Why is the novel sad?

What type of novel is Novel 2?

What can the man do that is different from others?

Who is the first person he talks to?

Who is the second person he discovers?

4. Have partners write their answers to the questions on a sheet of paper. Then, ask volunteers to share their answers with the class.



Unit 2, Lesson 5, Part C

Focused Activity–The Right Vocabulary Word

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Interpret written clues to determine how to accurately fill in words missing from sentences.

Materials:

Copies of incomplete sentences; one per student
Slips of paper

Extra Help

The Right Vocabulary Word

Prepare Ahead:

- Make photocopies of incomplete sentences (see Step 1).
- Write vocabulary words (see Step 2) on slips of paper, using each term only once and one term per slip.

1. Distribute a copy of the following list of incomplete sentences to each student:

At the ____ of the race, everyone runs together.
At the ____ of the race, only one person wins.
He's a chemist. He's manufacturing new ____.
I have a Russian passport because I'm a Russian ____.
I'm a scientist. This is the ____ where I work.
I'm happy that there's ____ and you don't have to go to war again.
In 1969, three Americans traveled from the ____ to the moon.
It's ____ for a brick to become gold.
It's ____ for milk to become ice cream.
It's ____ to drive your car when the stoplight is green.
It's illegal to drive your car when the stoplight is red.
Please read ____ fifty-four to the class.
She's a _____. She studies the plants and animals that live in the rain forest.
She's a student. Her ____ is due tomorrow.
She's singing a sad ____ that made her friends cry.
She's telling a ____ story that made her friend cry.
She's telling a ____ story that made her friends laugh.
The Fourth of July holiday is a part of ____ American culture.
They are about to ____ citizens of the United States.
This is my first time looking at stars through a ____.





Unit 3

Emergency Situations

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Unit 3: Emergency Situations

Software Lesson Descriptions

The following are summaries of the vocabulary, grammar features, and conversational language taught in this Unit of the Rosetta Stone® software Lessons.

Lesson 1

Emergency vocabulary, **accident, ambulance, emergency, paramedic, wound, fortunate, unfortunate** (adjective and adverb forms), **realize**, pluperfect subjunctive with conditionals

Featured Dialogue

A woman calls in to an emergency dispatcher after she and her son are in a car accident. The paramedics arrive and save the boy from choking. The woman then tells a policeman about the events leading up to the accident.

Lesson 2

Medical vocabulary, **injection, nurse, patient, pill, stitches, internal organs, bone, brain, heart, minor** and **serious, emergency room**

Featured Dialogue

An emergency room doctor treats her patients' injuries, including stitching a wound, setting a broken arm with a cast, and giving an injection. She also diagnoses the cause of a patient's nausea. The patient is not sick but pregnant.

Lesson 3

Natural disasters, **blizzard, earthquake, hurricane, tornado**, fire and rescue vocabulary, **helicopter, normal** and **unusual, volunteer, donate, despite**, review of imperfect subjunctive verbs

Featured Dialogue

A volunteer enlists a young man to help install new pipes in a home destroyed by a tornado. They discuss how donations and volunteer labor have helped make it possible to rebuild the house.

Lesson 4

International air travel, **baggage claim, customs, economy class, first class, flight attendant, passenger, pilot, embassy, translator, own, steal**, recounting experiences, and **it's too bad that** and **I'm happy that**

Featured Dialogue

A young woman tells of her experiences while traveling abroad: being robbed, finding help at the embassy, and going through customs.

Milestone

It is a busy day at the emergency room where you work as a nurse. You treat a girl for smoke inhalation and meet the firefighter who saved her. You update him on her condition and invite him to join your volunteer group.





Unit 3:

Emergency Situations

Introduction to Unit 3

What could be more vital than knowing how to use language correctly in an emergency? In this Unit, your students will develop a first-aid kit of emergency vocabulary for situations ranging from car **accidents** to **earthquakes** to having something **stolen** while traveling. No one ever expects an emergency, but a student's ability to communicate with a 911 dispatcher just might save a life. Who knows when anyone will need to call an **ambulance**, describe an **injury** as **serious** or **minor**, respond to a **patient** with a **heart** problem, visit the **emergency room**, need **stitches**, or cope with a natural disaster like a **tornado** or **hurricane**? The final part of the Unit prepares students for travel difficulties by introducing and providing practice with words such as **baggage claim**, **customs**, **flight attendant**, and **embassy**.

Teaching Unit 3

Role-playing is an essential part of helping students get comfortable using English in emergency situations, so Lessons in this Unit involve plenty of opportunities for scripting and acting out various crisis scenarios. One day your students may be playing the part of an emergency-room doctor, and the next day they may be news anchors or 911 operators. Imagination and emotion will be prevalent as your class shares and writes stories about real or fictional emergencies. You will find some invigorating activities reinforcing correct use of the subjunctive, along with opportunities for research and presentations. And you will not want to miss the mystery-game Lesson when students-turned-detectives compete to “Stop that thief!”

Lesson 1a: What's Your Emergency?

Get ready for an adrenaline rush as your students make mock 911 calls from the classroom. Equipped with new emergency vocabulary, learners will practice responding to emergencies. You'll be pleasantly surprised as your learners read various scenarios, evaluate which require a phone call for help, and then script and demonstrate fictional calls to a 911 operator.

Lesson 1b: Fortunately or Unfortunately?

Fortunately, even learners who **unfortunately** struggle with the difference between adjectives and adverbs will be **fortunate** enough today to practice using words such as **unfortunate** in sentences. Spontaneous sentence writing will culminate in groups of students composing progressive stories.

Lesson 1c: Lights! Camera! Action!

Take three! In this Lesson, emergency-related vocabulary reemerges as students write scripts for and star in episodes of *Accidents Happen*, an imaginary new television series. Another activity brings on the competitive spirit as teams race to write hypothetically about events that could have turned out otherwise.

Lesson 1d: Journal Activity–Safety First!

Stop, think, and write. Today you will lead your class in a short discussion about **safe** and **dangerous** behaviors, and then students will write in their journals about how to stay **safe** when traveling by bicycle, car, and boat.

Lesson 2a: Emerging Emergencies

Be ready for broken bones, brain injuries, and heart problems as your classroom morphs into an emergency room. Students will triage their trauma vocabulary, along with future and present perfect verbs, while they play the parts of nurses, doctors, patients, and emergency room receptionists.

Lesson 2b: The Doctor Is In

Continue preparing your students for real-life emergency situations as you have them evaluate if injuries are **serious** or **minor**. Aspiring medical professionals are likely to excel as learners take on the roles of doctors querying patients about medical symptoms. After the acting doctors diagnose what ails their classmates, they will write notes about one patient's condition.

Lesson 2c: So Scrambled

Word order and sentence structure are crucial ingredients in the mix today as teams compete to unscramble an emergency scenario. Throw in a pinch of practice with the tricky word *so* and you have a recipe for a challenging, fun, and successful Lesson.

Lesson 2d: Review

Imaginations will be churning as learners write short stories about a medical situation or accident. The opportunities for language practice expand as students take their stories home to share with a friend or family member and then listen as that person recounts one of their own real-life emergency experiences.

Lesson 2e: Journal Activity–Emergency Response

The alarm jars you awake. You jump into the ambulance, turn on the sirens, and race to the scene of a middle-of-the-night emergency. That is the kind of scenario students will be imagining as they write about a day in the life of a paramedic from a first-person point of view.

Lesson 3a: Be Prepared!

Destruction can abound when there is a **blizzard**, **earthquake**, **fire**, **hurricane**, or **tornado**. Today your students will research these natural disasters in order to discuss preparation, emergency response, and cleanup efforts.

Lesson 3b: Despite the Disaster

After a tornado, earthquake, or other disaster wreaks havoc on a community, **volunteers** and professionals move in to take care of victims and clean up the damage. In this Lesson, learners will role-play the parts of reporters, victims, and volunteers as they present mock television newscasts about emergency responses.

Lesson 3c: I Volunteer

Good things happen even in the midst of adversity. Today your students discuss disaster relief as they create advertisements for volunteer organizations. Learners will design logos, compose songs and slogans, and make a pitch for new volunteers to help when misfortune strikes.

Lesson 3d: Journal Activity–If I Were...

As the saying goes, if wishes were fishes, we would all cast nets. Today your learners will explore possibilities as they write about their wishes and hopes. This activity will give students the opportunity to practice expressing what they would do if certain conditions were met.

Lesson 3e: International Cultural Activity–A Helping Hand

By now, your students should be quite comfortable using emergency vocabulary. In today's Lesson, students will research international nonprofit relief agencies such as Red Cross and Red Crescent Societies and Doctors Without Borders. Prepare to be inspired by posters and presentations about each organization's history, services, and locations.

Lesson 4a: Cops and Robbers

Turn your classroom into a three-dimensional game board and your students into detectives. Teams compete to compile clues and deduce who committed a crime, where and when the crime happened, and how the criminal got away. This is sure to be a fun-filled, competitive, and active class day.

Lesson 4b: The Mile-High Theft

Imaginations take flight today! Be prepared for lots of plots to thicken as students recount emergencies they experienced when traveling abroad and then compose stories about an imaginary theft onboard an international flight.

Lesson 4c: Air-Travel Environs

Today learners will use their categorizing skill as they navigate through the world of travel vocabulary. Then they will write and present scripted dialogues that could arise during challenging travel situations at airports, with customs officers, or in flight. Lessons like this are invaluable for any student ambitious to cross international lines.

Lesson 4d: Review

Students step into the world of marketing today as they create advertisements for both expensive and economical travel services. Expect your copywriters to generate radio spots, print ads, or other creative selling solutions as they try to convince their classmates to buy into their ideas. The Lesson continues at home as learners listen to a friend or relative's experience with services that were first-class or inexpensive and then write a summary to share in class.

Lesson 4e: Journal Activity–Trouble at the Airport

Did a student's two-hour layover turn out to be ten hours? Or perhaps someone was bumped from a flight or lost their debit card in an ATM? Today, as learners write about real or fictional frustrations during travel, you will want to encourage them to recount dialogues that may have taken place during these situations.

Lesson 4f: American Cultural Activity–Triple Digits

Americans have all heard about 911, but how many know about 211, 311, 411, 511, and other helpful phone numbers available in the United States? Get ready to listen and learn as students research and report on these triple-digit telephone resources that can come in handy at unexpected moments.

Lesson 5a: Focused Activity–Catch That Writer!

Now that learners have had ample opportunity to create and act out scripts, they are ready to practice using quotation marks with direct speech. After reading a short story full of indirect dialogue, they will rewrite the same tale using quotations.

Lesson 5b: Focused Activity–If I Had a Grammar

Do you ever think that if there **had** been more class time, you **would** have liked to target tricky language concepts? That is exactly what Focused Activities are for—and today's Lesson is no exception. A structured sentence-writing exercise will lead students to choose the correct verb forms they need when discussing situations that **would** have happened under certain conditions.

Lesson 5c: Focused Activity–X-ray Reading

Today, learners will read aloud scripts about emergency scenarios and then write responses to comprehension questions. With your class divided into small groups, you may find this a perfect opportunity to offer individualized attention to students struggling with pronunciation or reading comprehension.

Unit 3, Lesson 1, Part A

What's Your Emergency?

Vocabulary Taught or Reviewed:

accident
ambulance
bleeding
breathe
breathing
choking
collide
collided
emergency
help
paramedic
paramedics
screaming
smoke
windshield
wound

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Distinguish between vocabulary employed in emergency and nonemergency situations.
- Use emergency vocabulary to report an emergency.

Materials:

911 handout; one per student
Sample script; two copies

Quick-Start Review

Call 911!

Prepare Ahead:

- *Create a handout about whether emergency scenarios require a 911 call (see Step 2).*

1. Introduce the phrase *call 911*. Explain to your class that they will be deciding whether an emergency requires a 911 call.
2. Distribute a handout with the following scenarios:
 - You cut your finger. It is bleeding a little.
 - You see a car accident and no one is hurt.
 - You see a car accident and people are hurt.
 - You see a child without a parent.
 - You see a fire.
 - You see a man fall off his bicycle. He is bleeding a lot.
 - You see that a man's car has a flat tire.
 - You see a man who is not breathing.
 - You see a woman who is choking.
 - You see someone enter a house through a window.
3. Allow time for students to decide whether to call 911 in each situation and to write *yes* or *no* next to each line. When your class is finished, have them get into groups of three to compare their answers. Encourage learners to discuss the situations where questions may have either a yes or no answer.
4. If time permits, regroup the class and ask for volunteers to read one of their answers. If there are disagreements, ask those whose answers differ to explain their reasons.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Extending the Text

This Is an Emergency!

Prepare Ahead:

- Make two copies of the sample script in Step 3.



1. Ask your students what types of symptoms tell them that there is an emergency. Remind learners of the vocabulary learned in this Lesson. Write the words and phrases in a column on the board.
2. Introduce the term *emergency dispatcher* to your class. Ask students what types of questions an emergency dispatcher would ask someone who had called 911. Record them on the board in a second column.
3. Explain to your learners that they are going to write a script (minimum eight lines) about a person calling 911 and talking to an emergency dispatcher using the questions, vocabulary, and phrases listed on the board. Ask two volunteers to read the following sample script:
Student 1: Hello. What's your emergency?
Student 2: I was just in a car accident, and my son isn't breathing well.
Student 1: Are you or your son bleeding?
Student 2: No, no one is bleeding.
Student 1: Where are you?
Student 2: We are on Pine Street, next to the bookstore.
Student 1: An ambulance will arrive soon. The paramedics will help your son. Don't worry.
Student 2: Thank you!
4. Divide the class into pairs. Allow time for each pair to compose a script. Circulate around the room to monitor students' work and answer questions. When learners are finished, have them rehearse their roles in preparation for the following **Assessment** activity. Encourage speakers to focus on pronunciation and expression of feeling.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Do You Need Help?

1. Using the scripts they created in the previous **Extending the Text** activity, groups should take turns performing their scenarios for the class. After the presentations, lead a brief discussion about what a person should do while waiting for an ambulance to arrive.
2. Collect the scripts and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

**Word of
the Day:**
emergency

Vocabulary

Taught or

Reviewed:

emergency

fortunate

fortunately

seat belt

unfortunate

unfortunately

windshield

Unit 3, Lesson 1, Part B

Fortunately or Unfortunately?

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use **fortunate** in various forms to denote negative and positive circumstances.
- Use the appropriate forms of **fortunate** and emergency vocabulary in writing an original story.

Materials:

Slips of paper

Two containers

Handout; one per student

Skill Sharpener

Unfortunate Situations

Prepare Ahead:

- Write **fortunately**, **unfortunately**, **fortunate**, and **unfortunate** individually on slips of paper (two for each student) and place in one container (see Step 3).
- Write Lesson vocabulary individually on slips of paper (two for each student) and place in another container (see Step 3).

1. Write **fortunate**, **unfortunate**, **fortunately**, and **unfortunately** on the board. Then, write the following sentences beneath:

She went to the beach for her vacation. ____, the weather was beautiful.

It's ____ that you have to go to New York. I'll miss you!

Oranges are on sale today. ____, I'm allergic to oranges.

It's ____ that the ambulance arrived already. He needed to go to the hospital.

2. Ask volunteers to insert the correct vocabulary word in each sentence. When all four sentences have been completed, ask your students to identify the hints in the sentences that led them to the right word. For example, in the first sentence, a student would know he should use **fortunately** because of the positive term "beautiful."
3. Display both containers. Ask a volunteer to take a slip of paper from each one and read the words selected. Write one or two sample sentences using these terms. If the words chosen are **unfortunately** and **mirror**, you might create the following sentence:
She is looking in the mirror to put on her makeup. Unfortunately, she is also driving a car!





4. Pass around both containers and instruct your learners to take two slips of paper from each one, and then write sentences that follow the structure of the sentences on the board.



5. Allow time for students to write their sentences. When learners are finished, divide the class into groups of three and have students share their sentences with their group mates.

6. If time permits, call on volunteers read their sentences to the entire class.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



Skill Builder

Fortunate Julie

Prepare Ahead:

- Create a progressive-story handout for each student (see Step 2).



1. Tell your students that they are going to work in groups, and that each group will be composing five stories simultaneously, using the terms **fortunately**, **unfortunately**, **fortunate**, and **unfortunate**. Explain that each student will contribute one or two sentences to each progressive story, resulting in five stories—each with five authors. Model the activity by asking five volunteers to read the following example of such a progressive story:

Student 1: Julie ate breakfast at a restaurant. Unfortunately, Julie was sick when she went home.

Student 2: It was fortunate that Julie's husband was home. He called 911.

Student 3: Fortunately, the paramedics arrived in five minutes.

Student 4: It was unfortunate that the ambulance had a flat tire.

Student 5: Fortunately, a police officer helped repair the tire.

Student 1: Fortunately, the nurse at the hospital said Julie was sick because she was pregnant!



2. Divide the class into groups of five and have groups arrange their desks in circles. Give each student a progressive-story handout with this sentence at the top:

Julie ate breakfast at a restaurant.



(Lesson continues on next page)

**Word of
the Day:**
fortunately

Unit 3, Lesson 1, Part B (continued)

3. Explain that each group should then create its own progressive story in this way:
 - a. Each learner should write one or two sentences on the line below the opening sentence, keeping in mind that she must use one of the target terms (fortunately, unfortunately, fortunate, unfortunate) and correct sentence structure.
 - b. All students then pass their paper to the person on the right.
 - c. Students should read the sentence(s) written on the new handout in front of them, and then write one or two sentences that flow naturally from the previous sentence(s). Emphasize that each sentence should contain one of the target words.
 - d. Again, learners should pass their papers to the right, and then continue in this round-robin manner until they receive their own handout. They will then write a one- or two-sentence conclusion to their story.
4. Ask learners to retain their stories for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Stories of Fortune

1. Divide the class into groups of three and have students read their stories to their group mates. Circulate around the room to listen for appropriate word use and sentence structure.
2. Have volunteers share their stories with the class. After each student reads, check for comprehension by asking other learners to identify one fortunate and one unfortunate detail from the story.
3. Collect progressive stories and evaluate.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Interpersonal





Unit 3, Lesson 1, Part C

Lights! Camera! Action!

Vocabulary Taught or Reviewed:

bleeding
breathe
breathing
choking
collide
collided
emergency
help
mirror
nurse
paramedic
paramedics
realize
realized

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write hypothetically about events that could have turned out otherwise.
- Use **emergency** vocabulary appropriate for the scene of an **accident**, during transport by **ambulance**, and at a hospital.

Materials:

Slips of paper
Two containers
Sample scripts; three copies

Quick-Start Review

Let's Race!

Prepare Ahead:

- Write sentence starters listed in Step 1 on slips of paper (one per student) and place them in one of the containers.

1. Explain to your students that they are going to participate in a sentence relay race, in which two teams will compete with each other to write the most correct sentences in five minutes. Use the following sentence starters (if necessary, create more to accommodate the number of learners):

If he had realized his socks were different colors...
If he hadn't brought his dog to work...
If I had studied for my exam...
If I hadn't eaten cake for breakfast...
If I hadn't eaten lunch...
If I hadn't looked in the mirror...
If I hadn't worn my helmet...
If she had realized her keys were on the table...
If she hadn't read the chapter...
If she hadn't seen him choking...
If the milk had been fresh...
If the tomatoes had been ripe instead of rotten...
If the weather had been good last week...
If they had realized that they needed gas...
If they hadn't collided with each other...

2. Model the activity by writing the first half of a sentence:

If I hadn't been sleeping...

Ask your students what they think would have happened if you hadn't been sleeping. Choose one of the learners' ideas and complete the sentence. For example:

If I hadn't been sleeping, I would have seen the end of the movie.





3. Divide the class into two teams. Display two containers (one filled with slips of paper, the other empty) at the front of the room. Explain that the rules of the sentence relay race are as follows:
 - a. One student from Team A and one student from Team B will each draw a slip of paper showing the first half of a sentence, and then go to the board to write a complete sentence. Both learners can ask their teammates for assistance if necessary. When writers are finished, they should place their slips of paper in the empty container and be seated, which is the cue for the next team members to repeat the process.
 - b. Teams should continue the relay until the time is up or the container is empty.
 - c. When the race is over, read over the sentences with your class to ensure correct word use and sentence structure. Whichever team has written the most correct sentences will be named the winner.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Bodily-Kinesthetic

Stretching the Imagination *Accidents Happen*

Prepare Ahead:

- *Make three copies of the sample script (see Step 2).*

1. Tell learners that they are going to write scripts for episodes of an imaginary television show called *Accidents Happen*. The show follows emergencies from scenes of accidents to the hospital.
2. To model the activity, ask three volunteers to role-play a mother, her son, and a paramedic. Have the "mom" and "paramedic" read the following script while the "son" mimes what is happening to him:

Paramedic: What's the matter?
 Mom: My son isn't breathing well!
 Paramedic: Let's pull him out of the car!
 (Mom and paramedic pull son out of the car.)
 Paramedic: He's choking! Was he eating something?
 (Son is coughing. A carrot falls on the floor.)
 Mom: It was a carrot!

3. There are many people involved in *Accidents Happen*. With your class, create a list of people involved in various types of accident situations. Encourage learners to think of vocabulary from this and previous Lessons. Be sure to add doctors, nurses, paramedics, and police officers to the list.

(Lesson continues on next page)

**Word of
the Day:**
realize

Unit 3, Lesson 1, Part C (continued)

4. Divide your class into groups of three. Assign each group one general type of scene from the show. These might include: the accidents themselves, arrival of paramedics or police officers, trips in the ambulance, and arrival and treatment at the hospital. Explain that since groups are not confined to a single, class-wide storyline, scenes may focus on a variety of situations from different episodes of the show. You may repeat assignments as often as necessary to accommodate the number of students.
5. Allow time for learners to write and rehearse their scripts with a focus on dialogue spontaneity and expression. Circulate around the room to assist learners and to listen for correct use of vocabulary, sentence structure, and punctuation.



Bloom's Taxonomy: Application
Multiple Intelligences: Synthesis

Assessment *Starstruck*

1. Using the scripts they created in the previous **Stretching the Imagination** activity, have groups take turns performing their scripts. Check for comprehension by asking the audience questions after each performance.
2. Collect scripts and evaluate.

As an option, record Accidents Happen with video equipment.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic



**Vocabulary
Taught or
Reviewed:**

bone
bones
brain
emergency room
heart
injection
injury
nurse
nurses
patient
pill
pills
stitches
treat
treated
treating

Unit 3, Lesson 2, Part A

Emerging Emergencies

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use medical vocabulary in an emergency scenario.
- Use future and present perfect verb forms in an emergency scenario.

Materials:

Classroom furniture, including a desk, chair, and table
First-aid kit
Latex gloves; two pairs per group of students

Quick-Start Review

Of Patients and Pills

1. Ask your class to recall medical-related vocabulary they recently learned in the software. Write vocabulary words on the board as students call them out; make sure the following are included:

bone	heart	nurse	stitches
brain	injection	patient	treat
emergency room	injury	pill	

2. Next, ask your learners if they or their family members have ever been treated in an emergency room for an injury. Ask volunteers to describe a real-life emergency room experience, including details about the following:

injury (broken **bone**, **heart** problem, other **injury**)
medical personnel who treated the patient (doctor, **nurse**)
treatment received (**stitches**, **injection**, **pills**)

If you have had an emergency room experience that you wish to share with the class, this would be a good time to do so, being sure to employ some of this Lesson's vocabulary during your narrative.

3. Leave the vocabulary list on the board for use in the following **Engage and Explore** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Engage and Explore

Confusion in the Emergency Room

Prepare Ahead:

- *On the board, list the script requirements (see Step 2).*

1. Divide the class into groups of four. Explain that each group will write a script for a fictional emergency room scenario, with each group member playing a different role. Roles should include a patient, emergency room receptionist, doctor, and nurse.





2. Refer your students to the script requirements listed on the board, which should include:
 - Each person: Must have at least two speaking lines.
 - Patient: Must tell what he was going to do when he got hurt.
 - Doctor: Must use at least three new vocabulary words in one sentence.
 - Nurse: Must tell what will help the patient.
 - Receptionist: Must tell what problems they have had in the emergency room today.
 Challenge students to use all the vocabulary words on the board and to incorporate some funny elements in their scripts.

3. Each group should brainstorm and then write their script, which might resemble the following:
 - Patient: Excuse me. Has the wall just been painted?
 - Receptionist: Yes. Please be careful. The paint is still wet. What is your name, please?
 - Patient: Christine Chen.
 - Receptionist: What's wrong? Do you have a brain injury? Is there a problem with your heart? Do you have a broken bone?
 - Patient: I was going to ride my bicycle to the lake, but I fell off, and now my elbow hurts.
 - Receptionist: Really? Let me see your elbow. Help! It's an emergency! You're bleeding! (Receptionist falls on the floor.)
 - Nurse: What happened?
 - Patient: The receptionist fell when she saw my arm.
 - Nurse: I think you need stitches. You're bleeding a lot.
 - Doctor: I'm going to treat your injury with stitches while the nurse helps the receptionist.
 - Patient: It's okay. I'm not bleeding. It's red paint!
 - Doctor: Then we will treat your injury with ice instead of stitches.
 - Patient: Do you think my wound will heal?
 - Doctor: Yes, and you won't need an injection or pills.
 - Patient: Thank you.
 - Receptionist: We have had three patients today who have touched the wet paint!
 As time allows, have the groups practice their scenarios, trying to memorize their lines.

4. Leave the word list and script requirements on the board, and ask students to retain their scripts for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

(Lesson continues on next page)

**Word of
the Day:**
injury

Unit 3, Lesson 2, Part A (continued)

Assessment

Students in Stitches

Prepare Ahead:

- *Have the classroom furniture available at the front of the room.*
- *Have the first-aid kit and latex gloves available for this activity.*

1. Call each group, one at a time, to come to the front of the class to act out their scripted emergency room scenario. Direct students to the optional props you have provided: a desk, chair, table, first-aid kit, and pair of latex gloves.
2. Encourage the audience to listen carefully and to write down all of the words from the list on the board that they hear the actors use.
3. After each group performs, discuss each scenario with the class, noting which vocabulary words were used and whether the script met all of the requirements on the board.
4. Collect the scripts for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic





**Vocabulary
Taught or
Reviewed:**

bit
bite
biting
feel
injection
minor
rash
serious
treat
treated

Unit 3, Lesson 2, Part B

The Doctor Is In

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Appropriately use **serious** and **minor** in reference to types of injuries.
- Write descriptions of injuries, diagnoses, and treatments using medical vocabulary.

Materials:

Index cards, one per student
Container
Diagnosis cards; one set of four per group of students

Jump Start

Seriously?

Prepare Ahead:

- Write sentences on index cards (see Step 1) and place them in the container.

1. Explain to your students that they will be listening to descriptions of various injuries and symptoms, and then must decide whether the conditions are serious or minor.
2. Pass the container around the room and have each learner draw one slip of paper. Call on students one at a time to read their sentences aloud:
 - She has three broken bones in her foot and can't walk.
 - My friend has a brain injury.
 - I have a broken finger.
 - He needs twenty stitches in his leg.
 - The woman has a fever of ninety-nine degrees.
 - The baby's temperature is one hundred and five degrees.
 - The snake bit him, and his whole leg is swollen.
 - She has an itchy rash on her face, but she can still go to school.
 - The woman is nauseated in the morning.
 - My son is choking.
 - The girl needs fifty-two stitches.
 - She was in a car accident and is not breathing well.
 - The child is bleeding from his head.
 - I'm bleeding because I cut my face while I was shaving.
 - The doctor can't hear the patient's heart.
 - I was in a car accident, but I don't need to call an ambulance.
 - My friend had a wound on his knee, and he treated it with a bandage.
 - The man has a rash on his face and arms and legs.
 - The boy has a small rash on one toe.
 - The nurse says your wound has not healed, so you need to go to the hospital.





3. After each sentence is read, ask the class to decide if the medical problem described is serious or minor. If there is disagreement about how to rate a situation, ask students to defend their opinions.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical



Brainstorm Diagnostics

Prepare Ahead:

- Write diagnoses on index cards (see Step 1), and create one set of four cards for each group.



1. Divide your class into groups of four students. Give each group a set of diagnosis cards, one card per person. Advise learners to keep the contents of their cards hidden from their group mates. Each stack of index cards should contain these diagnoses, one per card:
broken bone head injury rash pregnant



2. Explain that each person is going to take turns playing the part of a patient, while the other three learners will pretend to be doctors, asking questions and attempting to guess the diagnosis that is on the patient's card. The patient should answer the doctors' questions, complain about what hurts, and explain how he feels.

3. Circulate around the room to listen to conversations and answer questions.

4. Instruct groups to continue until all diagnoses have been correctly guessed.

If time allows, you may wish to invite groups to act out some of their scenes for the entire class.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



(Lesson continues on next page)

**Word of
the Day:**
patient

Unit 3, Lesson 2, Part B (continued)

Assessment

Doctor's Comments

1. Inform your learners that after a doctor has seen a patient she usually records several paragraphs about the patient's condition. Read aloud this example:

Yesterday, the patient fell off her bicycle. It was a minor accident. The nurse treated an injury on her arm with a bandage. She did not need stitches. I looked at x-rays of her arm. The bone is not broken, but she said it was numb yesterday.

The patient did not have a fever. Her temperature was ninety-eight degrees. She said that her head hurt yesterday. Fortunately, she was wearing a helmet, and her head feels better today. I don't think she has a brain injury.

2. Ask your students to compose two paragraphs about one of the scenes from the previous **Brainstorm** activity, just as a doctor writes comments after seeing a patient. Advise your learners to use as many medical terms as they can and to describe the injury as minor or serious.

3. Collect the students' paragraphs and evaluate.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic





**Vocabulary
Taught or
Reviewed:**

bone
bones
nauseated
numb
pregnant
so
x-ray
x-rays

Unit 3, Lesson 2, Part C

So Scrambled

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use the words **so** and **so that** to combine sentences.
- Correctly order words to create questions and answers for an emergency scenario.

Materials:

Scrambled dialogue; two copies
Two containers

Skill Builder

So What?

1. Write the following sentences on the board:

I saw a car coming, and I had to turn so that it wouldn't collide with us.

I hurt my knee, so I went to the emergency room.

Ask your students questions such as:

What happened?

What did the person do?

What didn't happen?

After the person hurt his knee, what did he do?

Why didn't the cars collide?

Why did the person go to the emergency room?

Point out the words **so** and **so that** in the sentences. Ask for volunteers to take these words out of the sentences and break up each sentence into two sentences, such as:

I saw a car coming, and I had to turn. The car didn't collide with us.

I hurt my knee. I went to the emergency room.

Note that so or so that sometimes can be used to combine two sentences, especially when the action in the second sentence is directly linked to what happens in the first sentence.

2. Read the following sets of sentences aloud, one at a time. Call on students to verbally combine the two sentences using **so** or **so that**.

The paramedics will take him to the emergency room. A doctor can treat his injury.

I'm giving you this injection. You won't get sick.

I had a minor injury. My mother treated it with a bandage.

He had a serious injury. The ambulance took him to the emergency room.

My arm hurts a lot. I came to the emergency room.

The injection will make her mouth numb. Her teeth won't hurt.

We'll make your foot numb. It won't hurt.

I was very nauseated this morning. I drove to the emergency room.

He broke his leg. He has to walk with crutches until it heals.

It's cold near the lake. We wore our jackets.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic



Skill Sharpener

Scrambled Scenarios

Prepare Ahead:

- Make two copies of the scrambled dialogue (see **Appendix N**), and cut out each line of dialogue as indicated.
- Place a full set of the scrambled dialogue lines in each of the two containers.



1. Divide your class into two teams, and give each a container with a full set of the scrambled dialogue lines. Have each student take one slip of paper from his group's container and unscramble the sentence shown on the paper. Instruct learners to write their sentence on the back of the slip of paper they selected.
2. After all students have unscrambled their sentences, advise group members to work together to combine their sentences into a logical scenario, and then to number the sentences in order from 1 to 11. Encourage competition to see which team can finish first. The sentences fit together as follows, though there may be valid variations:
 - (1) Doctor: What happened?
 - (2) Nurse: This patient's car collided with another car.
 - (3) Doctor: Was it a serious accident?
 - (4) Nurse: Yes, but fortunately, he was wearing his seat belt.
 - (5) Doctor (to Patient): Can you feel my fingers?
 - (6) Patient: Yes, but my arm hurts a lot.
 - (7) Nurse (to Doctor): Does he need an x-ray?
 - (8) Doctor: Yes, he'll need an x-ray of his arm.
 - (9) X-ray Nurse: Are you pregnant or allergic to any medicines?
 - (10) Patient: No, I'm not pregnant or allergic to any medicines.
 - (11) Doctor (to Patient): Congratulations! Your arm is not broken.
3. Once both teams have unscrambled their scenarios, have each group decide which of its members will play a role (doctor, nurse, patient, x-ray nurse) in acting out the scenario during the following **Assessment** activity.
4. Have the actors practice their scenarios while the other team members offer advice on correct pronunciation and suggestions for dramatic gestures.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Logical-Mathematical

(Lesson continues on next page)

**Word of
the Day:**
numb

Unit 3, Lesson 2, Part C (continued)

Assessment

Unscrambled Action

1. Allow the group that finished first in the previous **Skill Sharpener** activity to act out its scenario first. Encourage the class to listen closely, so they will be prepared for the discussion afterwards.
2. After both teams have acted out their scenarios, discuss any differences between the two stories. Focus on sentences or story progressions that did not make sense and any improvements that could be made. Ask students to describe what the doctor and nurse might have done or said if the patient's arm had been broken.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Verbal-Linguistic





Unit 3, Lesson 2, Part D Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write a story using medical vocabulary.
- Take notes on salient points of a spoken anecdote and write a summary paragraph.

Materials:

List of vocabulary from **Unit 3, Lessons 1 and 2**

Classroom Community

In-Class Activity—Emergent Stories

Prepare Ahead:

- Write vocabulary from **Unit 3, Lessons 1 and 2** on the board.



1. Explain to your learners that they will each write a story about a medical situation or accident. The story may recount an experience the writer has had, or it may be a work of fiction.
2. Encourage writers to use vocabulary from the board, and to suggest other topical words to add to the list.
3. Circulate around the room, helping students develop their ideas.
4. Have students retain their stories for the following **Community Connection** activity.



Community Connection

Out-of-Class Activity—Family Emergency

1. Ask your learners to take their stories from the previous **Classroom Community** activity home and read them to an adult family member or friend.
2. Instruct students to discuss the story with the adult and then to ask that individual to recount an emergency situation in his life. Encourage learners to take notes on what the situation was and how it was handled.
3. Advise students to write a brief summary of the adult's anecdote and to bring it to the next class session.
4. After allowing time for students to read their summaries to the class, collect papers and evaluate.



Unit 3, Lesson 2, Part E

Journal Activity–Emergency Response

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use Lesson vocabulary to write about emergency scenarios from the perspective of a paramedic.

Reflection

Adrenaline Rush

1. Write on the board the words **injury**, **minor**, **serious**, **treat**, and **emergency room**. Ask for volunteers to use one or more of these words in a sentence. Challenge the class to see if anyone can come up with a spontaneous sentence that includes all five of these terms.
2. Tell students that they are going to pretend they are paramedics and write a journal entry about an average day's experiences. Instruct learners to be sure that each journal entry is at least ten sentences long, uses all of the words on the board, and is written in first person (using "I").

You may wish to invite a local paramedic to visit your class and talk about what experiences a paramedic might have during a typical day on the job.





Unit 3, Lesson 3, Part A

Be Prepared!

Vocabulary

Taught or Reviewed:

blizzard
destroy
donate
donating
earthquake
earthquakes
fire department
fire extinguisher
firefighter
firefighters
helicopter
hurricane
lightning
on fire
put out
tornado

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Choose either active or passive voice to emphasize either the agent or the object of a disaster.
- Use vocabulary related to natural disasters and rescue operations to speak about preparing for and responding to an emergency.

Materials:

Handout with sentence prompts; one per pair of students
Slips of paper
Container
Print media and Internet resources
Poster boards; one per group
Drawing materials

Skill Builder

Actively Passive

Prepare Ahead:

- Create a handout with sentence prompts (see Step 4).

1. Write these two-word cues on the board:

damage, earthquake
damage, wall

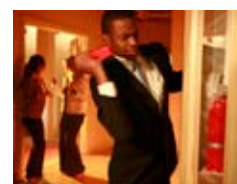
2. Invite students to imagine a broken wall. Then, while pointing to the first cue, ask, "What happened to this wall?" Elicit responses from volunteers until someone says a sentence in passive voice, similar to:

This wall was damaged by the earthquake.

Pointing to the second cue, ask, "What did the earthquake do?" Elicit responses similar to:

The earthquake damaged this wall.

Write the two sentences on the board, and then call on students to describe what is the same about the two sentences and how they differ. Inform your learners that they will work with partners to ask and answer questions as in the examples.





3. Divide the class into pairs of students and distribute a handout with these prompts on it:

- What happened to this house? (destroy, blizzard)
- What happened to the bridge? (damage, flood)
- What happened to your car? (damage, accident)
- What did the firefighter do yesterday? (save, child's life)
- What did people do after the earthquake? (donate, food)
- When did the earthquake happen? (happen, 1906)
- What happened to that building? (destroy, lightning)
- What happened to those houses? (destroy, tornado)
- What happened to the sailboat? (damage, hurricane)
- What happened to these houses? (destroy, fire)
- What is the firefighter doing now? (put out, fire)
- What did the volunteers do after the hurricane? (build, new house)

4. Instruct pairs to take turns asking and answering the questions using the prompts in parentheses.

5. Circulate around the room to listen for correct use of active and passive voice, and to assist students with correct word order for the two types of sentences. Advise students to compose sentences for as many of the prompts as time allows.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection

In Case of Emergency

Prepare Ahead:

- Write types of emergencies on slips of paper; one emergency per slip and one slip per group (see Step 2). Place the slips in the container.
- Use the print media and Internet resources, poster boards, and drawing materials for this activity.

1. Inform your students that they will collaborate in groups to instruct the class about what to do in various emergencies.
2. Divide the class into groups of four students. Pass the container around and have a member from each group select a slip of paper. Each slip will list one emergency such as a blizzard, car accident, earthquake, fire, hurricane, or tornado.

(Lesson continues on next page)

**Word of
the Day:**
helicopter

Unit 3, Lesson 3, Part A (continued)

3. Advise the groups to use the print and Internet resources to gather information on how to prevent or prepare for the emergency, and what to do when it is happening and immediately afterward. Learners will use their findings to create an instructional poster listing steps to take before, during, and after the emergency.
4. Allow students time to conduct research, create posters, and rehearse their presentations. Circulate around the room to assist learners with vocabulary and sentence structure appropriate for an instructional poster. Remind students that each group member must participate actively in researching, creating, and presenting the poster.
5. Have the groups retain their posters for presentation in the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

Assessment

Emergency Response

1. Call on groups to present the posters they created in the previous **Curriculum Connection** activity. Invite the audience to ask questions of the presenters.
2. If time permits, ask volunteers to recount their personal experiences preparing for emergencies or responding to them.
3. Collect posters for evaluation, then display them for all to admire.



Bloom's Taxonomy: Knowledge
Multiple Intelligences: Verbal-Linguistic





Unit 3, Lesson 3, Part B

Despite the Disaster

Vocabulary

Taught or Reviewed:

because of
blizzard
despite
donate
earthquake
earthquakes
emergencies
emergency
fire
fire department
firefighter
firefighters
flood
hurricane
life
lightning
lives
on fire
tornado
volunteer
volunteers

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Compose sentences containing **despite** or **because of** that represent their responses to potential setbacks.
- Use emergency-related vocabulary to write and speak about an urgent situation.

Materials:

Question handout; one per pair of students
Slips of paper
Container

Skill Builder

Playing Despite the Rain

Prepare Ahead:

- Create a question handout (see Step 2) and make enough copies for each pair.

1. Invite two volunteers to read these examples with you:

Teacher: Will you go to the beach if it's raining?

Student 1: Because of the rain, I won't go to the beach.

Student 2: Despite the rain, I'll go to the beach.

Teacher: Would you go to work if there were a flood?

Student 1: I wouldn't go to work because of the flood.

Student 2: I would go to work despite the flood.

Ask for volunteers to explain the difference between two responses in each example, and elicit more examples of sentences containing **despite** and **because of**. Explain to your learners that they will work in pairs to ask and answer questions patterned after the dialogues they have just heard.

2. Divide the class into pairs of students, and distribute a handout with questions like these:

Can you go sailing in bad weather?

If you had a broken arm, would you play basketball?

Would you play soccer in the rain?

Will you run today in the snow?

Could you drive to work in a blizzard?

Should you go hiking in a hurricane?

Would your house be destroyed in a tornado?

If you had an umbrella, would you be wet in a hurricane?

If there were a fire, would you be safe?

Are you going to work today? You're sick.





3. Allow time for students to take turns asking and answering the questions. Remind the pairs to use **despite** or **because of** in their responses.



4. When time is up, encourage students to remember their questions and answers as they may come in handy in the following **Skill Sharpener** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic

Skill Sharpener *Developing News*

Prepare Ahead:

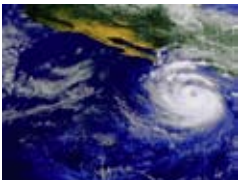
- Write the names of emergencies on slips of paper (one per group) and place in the container (see Step 4).



1. Ask your learners whether they have ever seen a television news report about a natural disaster such as a flood or a hurricane. Invite students to recall what was reported and how. Did someone introduce the story from a newsroom desk? Did someone go to the place of the emergency and ask questions? Were there photos of damaged buildings or people who were hurt?



2. Tell your students that they will work in groups of four to create a television news story about an emergency. Explain that each group should have one student present the facts of the story, while another student pretends to report from the location of the emergency. That student will ask questions of the two other students who will act as people who were hurt in the emergency or volunteers who have come to help.



3. Request volunteers to read this sample script:

Student 1: Good evening. I'm Bob Smith. Our first story tonight is about a tornado. Jane is on King Street now. Jane, what happened there?

Student 2: Bob, a tornado destroyed this house tonight. The walls and the roof fell down, and now no one can live here.

Student 1: Was anyone hurt?

Student 2: Fortunately, no one was home when the tornado destroyed the house. Mrs. Johnson is here with me now. Mrs. Johnson, where were you when the tornado came?

Student 3: Our family was at the library. We are volunteers there. We were putting books on the bookshelves when we heard a very loud noise outside. We were afraid. When we came home, we saw that our house was badly damaged because of the tornado.

Student 2: What will you do now?

(Lesson continues on next page)



**Word of
the Day:**
tornado

Unit 3, Lesson 3, Part B (continued)

Student 3: We don't know what to do, but Mr. Dickens from the library said he would help.

Student 2: Are you Mr. Dickens?

Student 4: Yes, I'm Mr. Dickens, and I would like to ask everyone in the city to help. We need volunteers to repair this house and we need people to donate money, food, and clothes to help the Johnsons.

Student 2: Thank you, Mr. Dickens. People may send their donations to the television station, and we will deliver them to the Johnson family.

Student 1: Thanks for that story, Jane. That was a scary emergency, but despite the tornado, everyone is safe.

4. Divide the class into groups of four students. Pass the container and have each group choose a slip of paper representing one type of emergency such as a blizzard, earthquake, fire (because of lightning), flood, hurricane, or tornado.
5. Allow time for groups to write their scripts and rehearse their news stories. Remind writers that each group member must have a speaking role.
6. Circulate the room to assist with news-style language and with emergency vocabulary. Remind the groups to include sentences using **despite** or **because of** as in the previous **Skill Builder** activity.
7. Advise students to retain their scripts for the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

Top Story

1. Call on groups to present their news stories from the previous **Skill Sharpener** activity.
2. Advise the audience to listen for emergency-related vocabulary and ways of speaking that sound like news stories on television.
3. After each group has made its presentation, call on volunteers to say the emergency vocabulary they heard, as well as the elements that made the presentations sound like television news broadcasts.
4. Collect the scripts and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Unit 3, Lesson 3, Part C

I Volunteer

Vocabulary Taught or Reviewed:

despite
donate
donating
fortunately
life
lives
normal
unfortunately
unusual
volunteer
volunteers

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use present perfect verbs to describe various experiences in a person's **life**.
- Use Lesson vocabulary to describe the activities of a **volunteer** effort.

Materials:

Art materials

Jump Start

A Long Life

Prepare Ahead:

- *Write prompt sentences on the board (see Step 2).*

1. Begin the class by asking your students to imagine being ninety years old. Ask for volunteers to suggest what they might remember most at that age.
2. Point to the prompt sentences on the board and read them aloud:
My life has been interesting. I have lived in four countries.
My life has been scary. I have been in a hurricane, a tornado, and an earthquake.
3. Instruct learners to write five more lines using the prompt sentences as guides. Each line should be from the perspective of looking back over a long life.
4. Call on volunteers to read their sentences, and invite comments on the different ways to describe a life.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Extending the Text

Recruiting Volunteers

Prepare Ahead:

- Have the art materials available for this activity.



- Choose four volunteers to read this advertisement for an organization called Our City Volunteers:

Student 1: Last month, many families' houses were destroyed by the hurricane. People have been donating money to Our City Volunteers since it happened.

Student 2: Already people have donated five thousand dollars. Can you donate any money to help the people who lost their houses?

Student 3: If I had more money, I would donate some. Unfortunately, I don't have any. But I can help the other volunteers next week.

Student 4: Last week volunteers began building new houses. We need more volunteers to help. Can you help build houses?

Student 1: It's unusual for a hurricane to hurt so many people.

Student 2: It's also unusual for a hurricane to damage so many buildings.

Student 3: But it's normal for Our City Volunteers to help everyone who needs it.

Student 4: Despite the damage, Our City Volunteers is still helping everyone who needs it.

Student 1: We need—

Student 2: We need more—

Student 3: We need more people to donate.

Student 4: We need more volunteers.

All students: Our City Volunteers. We help.
- Ask your learners if they have witnessed similar advertisements on television or radio, and invite comments on the features of such advertisements.
- Explain to students that they will work in groups to write and present advertisements (twelve lines minimum) inviting people to assist their volunteer organization. Encourage partners to be as creative as they wish with the name of the volunteer group and format of the advertisement, and to include slogans, songs, logos, or illustrations to enhance their presentations.
- Divide the class into groups of four, and allow time for students to write their scripts and rehearse their presentations. Remind learners that each group member must contribute equally to writing and presenting the scripts.
- Circulate around the room to answer questions and assist with vocabulary.
- Advise groups to retain their scripts for the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

**Word of
the Day:**
volunteer

Unit 3, Lesson 3, Part C (continued)

Assessment

Asking for Donations

1. Call on groups to present their advertisements from the previous **Extending the Text** activity.
2. Advise the audience to pay close attention so that they can answer questions about each group's presentation.
3. At the end of each presentation, ask the audience questions about the volunteer organization's name, slogan, and activities.
4. When all groups have presented their advertisements, collect and evaluate the scripts.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic



Unit 3, Lesson 3, Part E

International Cultural Activity–A Helping Hand

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use Lesson vocabulary to present information about nonprofit relief agencies.

Materials:

Print media and Internet resources about nonprofit relief agencies
Poster boards
Drawing materials

Connecting to Culture

A Helping Hand

Prepare Ahead:

- Have available the print media and Internet resources about the nonprofit relief agencies you will assign to your students.

1. Write the following words on the board and ask your students what they have in common:

drought	earthquake	hurricane
blizzard	flood	tornado

Introduce the term *natural disaster*. Have learners add any other types of natural disasters they can think of. Ask students to add to the list other disasters that are not nature-related in origin. These could include accidents, wars, and fires caused by arson or electrical malfunction.

2. Tell students about nonprofit relief agencies serve people in need around the world. Such groups include Red Cross and Red Crescent Societies and Doctors Without Borders.

3. Ask your class to make a list of the types of professionals and volunteers that an agency would send to a disaster area and what supplies these individuals would bring with them. Encourage learners to think of vocabulary from this and previous Lessons:

ambulances	doctors	nurses
bandages	firefighters	paramedics
blankets	food	pills
clothes	medicine	volunteers





4. Introduce the terms *relief* and *agency*. Explain to students that they are going to work in groups to research and make a presentation on international relief agencies. Each group will report on one agency and create a poster to use as a visual guide. List on the board the following questions that students should answer in their presentations. You may wish to mention examples such as those in parentheses.

What is the history of the agency? (who founded it and why)

What does the agency do? (distribute medicine, supplies, food, clothing)

Where does the agency do its work?

Does the agency work in your city? If the answer is yes, then how does it help your community? (blood drives, donation centers, workshops)

5. Divide the class into groups of four, and assign them to a specific relief agency. In order to structure time wisely, have each student take one of the four questions listed in Step 4. Each learner will be responsible for researching their question, organizing the related information on the group's poster, and presenting that segment of information.

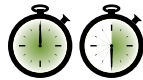
6. Direct students to use the vocabulary written on the board as key words in their research and in the information they will share during their presentations.

7. Establish specific amounts of time for students to conduct research, create their poster boards, and practice their presentations.

8. When learners are finished, have them present their projects to the rest of the class. Check for audience comprehension by asking questions after each presentation and encourage the class to ask the presenters questions.

9. Collect posters for evaluation. If possible, display them in the classroom.

If there are local chapters of any relief agencies, invite a representative to attend class to answer further questions about their organization and to share how your students can become involved through volunteer work.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Verbal-Linguistic

**Vocabulary
Taught or
Reviewed:**

fortunately
found
lost
normal
own
owned
owns
passport
purse
purses
steal
stolen
thief
unfortunate
unfortunately
unusual
wallet

Unit 3, Lesson 4, Part A Cops and Robbers

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use passive voice and impersonal expressions to convey joy or regret.
- Ask questions spontaneously as evidence emerges in a mock criminal case.

Materials:

Handout with questions; one per pair
Envelopes
Vocabulary cards
Deliberation grids; one per group

Jump Start

Lost or Stolen?

Prepare Ahead:

- Prepare a handout showing five questions (see Step 1).
- Write the phrases listed in Step 2 on the board.

1. Instruct students to pair up with a partner, and then give each couple a handout that shows the following questions:
Have you ever had something stolen?
Have you ever thought something was stolen, but it was lost instead?
Where did you find it?
What do thieves like to steal?
How do you stop a thief from stealing something?
2. Ask partners to reflect on their personal experiences and then to tell each other their answers to the questions. Encourage learners to respond to their partner's answers using the following phrases, which are listed on the board:
It is too bad that your ____ was stolen.
It is unfortunate that ____ was lost.
I'm happy that you found your ____.
Fortunately, you found your ____.
3. Allow students a few minutes to discuss their situations. Circulate throughout the classroom to assist with sentence order, as well as with word recollection from previous Lessons.
4. If time permits, regroup the class and ask for volunteers to share some of their experiences.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Stretching the Imagination

Stop That Thief!



Prepare Ahead:

- Copy and cut out cards from **Appendix O** and place them in their respective five envelopes marked with the headings listed in Step 2.
- Make four copies of the deliberation grid (see **Appendix P**).



1. Explain to students that they will participate in an activity in which they will become police officers seeking to solve a crime.
2. Divide the class into five groups. Distribute a deliberation grid to each group. Review the vocabulary listed under the grid's five headings: Thief, Time, Place, Stolen, and Transport.
3. Randomly select one card from each envelope, and place these in the sixth unmarked envelope.
4. Choose one of the groups to be the *suspects* for this round. Tell these suspects that each is to play a potential thief; he should randomly pick a card from each marked envelope, and assume the role listed on his slips of paper. (The slips of paper show which person he is, the item he stole, the time of the theft, the place of the theft, and what means of transport he used.) Send the suspects to different places in the room where they will be visited by the other groups.



This may be a good time to introduce the word suspect.

5. Instruct the other groups—the police officers—to visit the suspects in turn. Police officers can ask up to ten *yes* or *no* questions to try to eliminate or confirm this suspect and his time, place, object, and vehicle. Explain these additional parameters to your class:
 - a. Questioners cannot use the words under the categories directly. For example, to find out if the suspect is a customs officer, the officers might ask:

Do you work at an airport?
 - b. If the suspect is not a customs officer, he should deny it, yet give the students a clue, without revealing too much information. For example:

No, I do not work in an airport, but I work on an airplane.
 - c. Once groups have asked ten questions, they should move to the next suspect and ask another ten questions until they have visited all suspects. If no group is ready to solve the crime, allow groups to interrogate suspects again.
 - d. The game continues until a group shouts, “Stop that thief!” to indicate that they think they have solved the mystery.



(Lesson continues on next page)

**Word of
the Day:**
stolen

Unit 3, Lesson 4, Part A (continued)

6. Ask the group that shouted “Stop that thief!” to keep its answer a secret until the **Assessment** activity. The group should write its solution to the mystery in a complete sentence on a piece of paper and return it to you. Remind the group that the sentence should identify the thief, time and place of the theft, object stolen, and mode of transportation. For example:
At midnight, the pilot went to the embassy, stole a bicycle, and sailed a ship.
7. Remove the cards from the unmarked envelope to check whether the group’s guess is correct. If it is not correct, tell the class to continue the activity. If the guess is correct, and time permits, collect and shuffle all the cards from each category, fill the envelopes again, and play another round.
8. Advise groups that have solved crimes to retain their solution sentences for the following **Assessment** activity.



Bloom’s Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical

Assessment

Elementary, My Dear!

1. Begin the activity by asking students whether they felt that playing the game in the previous **Stretching the Imagination** activity was easy or difficult and why.
2. Ask for a volunteer from each group that shouted “Stop that thief!” to read her group’s guess. Have members of the group explain how they reached their conclusion. Invite students in other groups to offer alternate guesses based on their investigations.
3. Reveal the true solutions to the mysteries, and congratulate all for their detective work.



Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic





Unit 3, Lesson 4, Part B

The Mile-High Theft

Vocabulary Taught or Reviewed:

economy class
embassy
first class
flight
flight attendant
flight attendants
passenger
passengers
pilot
pilots
steal
stolen
translate
translating
translator

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use Lesson vocabulary to talk about international travel and dealing with emergencies while traveling abroad.
- Use direct speech to recount conversations with others.

Materials:

World map

Jump Start

Who Are You Going to Call?

Prepare Ahead:

- Use the world map for this activity.
- On the board, write a list of countries (see Step 5).

1. Call on students to name locations where they have traveled and to tell about the activities they did while they were there.
2. Ask learners whether emergencies have ever happened while they were traveling. Invite students to help you make a list of some of these emergency situations (injuries, theft, lost passport), and encourage them to mention the people they could call to ask for help with various situations. Model sentences such as:
If I lost my passport, I would call the **embassy**.
If something were stolen, I would call the police.
3. Explain that sometimes people travel to destinations where they don't know the language that is spoken. Ask students who they think could help in case a problem arises while someone is traveling in another country. Discuss possible answers, including a **translator**.
4. Write these sentences on the board:
I am from ____, and I have a problem. _____. I need a ____ translator.
Read this example aloud:
I am from China, and I have a problem. My purse was stolen. I need a Chinese translator.
5. Ask volunteers to call out similar sentences using the list of countries on the board as a reference. Encourage students to come up with as many different problems as they can.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Learning Life Lessons

A Thief on Board



1. Explain to your learners that they will work individually to write stories about something stolen on an international flight. Each writer's story should contain direct quotations from each of three characters: two passengers and one flight attendant.
2. Give your class more background information on the story they are to write. Tell students that a man and a woman who do not speak English have come to the embassy and asked for a translator. The pair has brought with them a flight attendant. The translator must help the passenger and the flight attendant understand each other. The couple believes they were robbed of something valuable on the flight, and they want the flight attendant to help them find the thief. Instruct writers to tell the story from the translator's view, as if she is writing a report for the police.



3. Suggest that students include details in their stories such as:
 - information about the flight
 - where the passengers sat (in first class or economy class)
 - what was stolen
 - what the passengers and flight attendant said to each other when they discovered that something was stolen
 - questions the flight attendant asked other passengers
 - the flight attendant's ideas about who the thief is



4. Circulate around the room to assist writers with vocabulary and correct use of quotation marks for direct speech.
5. Have learners retain their stories for use in the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

Assessment

Tell It Like It Is



1. Divide the class into groups of four students, and have writers take turns reading aloud their stories from the previous **Learning Life Lessons** activity.
2. If time allows, invite volunteers to read their stories to the whole class, and encourage them to accentuate direct quotations by using a unique voice tone for each character in the story.
3. Gather the stories and evaluate.



Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

**Word of
the Day:**
translator

Unit 3, Lesson 4, Part C

Air-Travel Environs

Vocabulary Taught or Reviewed:

baggage claim
check luggage
customs
customs officer
economy class
first class
flight attendant
flight attendants
flying
passenger
passengers
picking up
ticket
tickets

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Recognize and categorize airport and travel vocabulary words.
- Use airport vocabulary to speak about situations that arise during international travel.

Materials:

Sample script; two copies
Slips of paper
Container

Jump Start

Navigating the Airport

1. Ask students to call out vocabulary (from this and previous Lessons) pertaining to people, places, actions, and things found at an airport. Write the words on the board. Be sure to include:

baggage claim	economy class	passenger	suitcase
check luggage	first class	passport	ticket
customs	flight attendant	picking up	
customs officer	flying	pilot	

2. When you have a sufficient list, write these categories as column headings on the board:

People	Places	To Bring	To Do
--------	--------	----------	-------

Ask a volunteer to go to the board and write one of the vocabulary words beneath the *People* heading. Ask another learner to do the same with *Places*, and so on until there is one term attached to each category.

3. Instruct students to copy the categories onto a sheet of notebook paper, and to place each vocabulary word from the list on the board under the appropriate heading until all terms have been used.
4. When learners have completed the assignment, ask volunteers to call out the words they assigned to each category.
5. Leave the words on the board, and have students keep their lists to use in the **Assessment** activity that follows.



Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic





Being Creative

Plane English

Prepare Ahead:

- Have two copies of the sample script (see Step 1).
- Write one scenario each on four slips of paper (see Step 3) and place them in the container.



1. Ask two volunteers to read the following script about a conversation between a customs officer and a passenger:

Customs Officer: Welcome to customs! I'm going to ask you some questions. Can I see your passport?

Passenger: Here's my passport.

Customs Officer: Thank you. What country did you visit?

Passenger: I visited Mexico.

Customs Officer: Where are you going today?

Passenger: I'm going to Canada.

Customs Officer: Is this your suitcase?

Passenger: Yes, it is.

Customs Officer: What did you buy while you were in Mexico?

Passenger: I bought some flower seeds in Mexico.

Customs Officer: Unfortunately, you can't bring these seeds from Mexico into Canada.

Passenger: Can I bring this necklace I bought for my mother?

Customs Officer: Yes, you can! Here's your passport.

Passenger: Thank you!



2. Explain that each group will write a script based on a scenario you will provide. Encourage partners to use as many words from this Lesson's vocabulary list as possible. Let students know that they will have two opportunities to perform their skit, once without words (for others to guess what is happening) and once with words.

(Lesson continues on next page)



**Word of
the Day:**
customs

Unit 3, Lesson 4, Part C (continued)

3. Divide the class into four groups. Pass the container around and have each group draw a slip of paper with one of the following scenarios on it:
 - a. On a flight to a different country a passenger brings something that is unusual. Other passengers are worried. Someone asks the flight attendant for help.
 - b. A passenger wants to travel with something unusual, but a customs officer says no. The passenger goes to the embassy to ask for help because the package is very important.
 - c. Some passengers arrive at the airport. They find out their flight is almost full. The customer service representative asks a number of the passengers to travel the next day. She says that if they travel the next day they will fly first class for the same price. The passengers have questions about the other flight. The customer service representative answers their questions, and tells them what is good about flying first class.
 - d. A passenger's passport is stolen by a thief in the airport. Her flight departs today. The passenger asks a customs officer for help.

Instruct groups to write their scripts and to ensure that all group members participate in the collaboration.

4. When groups have finished writing, allow time for them to rehearse their skits—in pantomime and aloud—in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic

Assessment

Mum's the Word

1. Call on groups to pantomime their skits from the previous **Being Creative** activity, and instruct audience members to take notes about what they think the actors are portraying. For example:
I saw one person looking at something. I think it was a book. Another person tried to take the book.
2. After each performance, ask volunteers from the audience to read their notes and to share their guesses as to what was happening in the skit.
3. After the pantomimes, have each group perform its skit with words.
4. If time permits, discuss with students how their earlier guesses about the scenarios meshed with the spoken performances.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic





Unit 3, Lesson 4, Part D Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use advertising vocabulary to compare first-class services to their inexpensive counterparts.

Materials:

- Print media and Internet resources about luxury and economy services
- Art materials

Classroom Community

In-Class Activity—First-Class Aspirations

1. Begin the activity by allowing time for students to peruse the print and Internet information. Advise learners to note differences between luxury and economy services.
2. Initiate a discussion of the differences between first class and economy class in air travel. Invite students to share their impressions of depictions in various media or from their own travel experience. Steer the discussion toward analogous differences in hotels, restaurants, and other service industries. Encourage students to comment on which luxuries they think are worth the extra cost.
3. Explain to your students that they will collaborate to create two advertisements. The first advertisement will be for an imaginary service that is very expensive; the second for an inexpensive version of the first. Advise learners that the advertisements could take any of various forms, including a poster to mimic a printed advertisement, script for a radio commercial, or short skit depicting a television commercial.
4. Divide the class into groups of four students and allow them time to research and create their advertisements.
5. If time allows, invite groups to display or present their advertisements.



Community Connection

Out-of-Class Activity—First-Class Memories

1. Direct learners to interview an adult friend or family member about their experiences with services that were first-class or inexpensive. Advise learners to invite as detailed a description as possible, and to ask whether the friend would make the same choice again.
2. Instruct students to write a paragraph summarizing the interview. Students should bring their paragraph to the next class period and read it aloud.
3. Collect paragraphs and evaluate.



Unit 3, Lesson 4, Part E

Journal Activity–Trouble at the Airport

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use direct and indirect speech as well as air-travel vocabulary to write about solving problems.

Reflecting on the Past *Troubled Times*

1. Write the phrase *Problems at the Airport* on the board. Ask learners to name potential problems a person might encounter while at the airport or during a flight. These could include missing luggage, loss or theft of an item, delays at customs, needing a translator, and luggage that may be too large or heavy.
2. Share a personal experience from the last time you had a problem at the airport or while traveling. As you narrate your story, include whom you asked for help, and use direct quotations to convey the conversations you had.
3. Tell students that they are going to write a journal entry featuring a problem they or someone they know might have had at the airport or while traveling. If students have never experienced such situations, they may write a fictional account.
4. Inform learners that their journal entries should be at least two paragraphs long. Entries should tell about the problem, whom they asked for help, what was said during conversations with others, and how the situation ended.





Unit 3, Lesson 4, Part F

American Cultural Activity–Triple Digits

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Form appropriate dialogue when calling three-digit assistance numbers in the United States.

Materials:

Internet resources about American emergency and assistance phone numbers
Poster boards, one per group of students
Drawing materials

Connecting to Culture

Digit Dialogues

Prepare Ahead:

- Have the Internet resources about American emergency and assistance phone numbers available (see Step 3).
- Have the poster boards and drawing materials available for this activity.

1. Explain to your class that in the United States various three-digit phone numbers provide assistance and information. Some of these numbers are available in all parts of the country; others are becoming more widely available.
2. Divide your class into five groups of equal size and assign each group one of the following phone numbers: 211, 311, 411, 511, and 811. If you have an especially large class or wish to provide an extra challenge for some students, you could also assign the phone number 711. Explain to learners that they are going to research and report on their assigned number.
3. Distribute the Internet resources and allow time for each group to conduct research. Circulate around the room to assist learners with unfamiliar terms and, if necessary, to explain unfamiliar concepts.



Unit 3, Lesson 5, Part A

Focused Activity–Catch That Writer!

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use direct and indirect speech in a story.

Materials:

Story; one per student

Extra Help

Catch That Writer!

Prepare Ahead:

- *Make copies of the story in Step 3.*

1. Write the following sentence on the board:

The customs officer asked me what I had bought while I was in Australia.

Ask students to rewrite the sentence using direct quotations. When they are finished, ask volunteers to read their adaptation of the sentence. One version might be written like this:

“What did you buy while you were in Australia?” the customs officer asked.

2. Explain to your class that they are going to read a story about a woman named Anya who was traveling in Russia this summer. Instruct learners to then rewrite the story, using direct quotations when appropriate.





3. Distribute the following story:

Anya's Thief

My name is Anya. I visited Russia this summer. I had fun, but I was ready to come home. I had been in Russia for two months when a thief stole my purse. My passport was inside it, so I needed to find the embassy. I asked a man if he spoke English. He said he was a translator and spoke English, French, and Russian. I asked if he could help me find my embassy because I couldn't read the Russian signs. He said he worked near the embassy. He told me to follow him there.

A woman at the embassy was able to help. She asked me what the thief was wearing. I told her he wore a black jacket, a red shirt, and jeans. Next, she asked me if I remembered the color of his hair. I told her that he had curly black hair and was as tall as the translator. The woman at the embassy said she would call the police. She also said she would help me with my passport.

I thanked the translator for helping me. He said it was no problem.

4. Allow time for students to read the story and write a new version.

5. When your class is finished, ask volunteers to read their stories.

6. Collect stories and evaluate.



Unit 3, Lesson 5, Part B

Focused Activity–If I Had a Grammar

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Discuss counterfactual situations that **would have** happened under certain conditions.

Materials:

Handout; one per student

Extra Help

If I Had a Grammar

Prepare Ahead:

- *Prepare and make copies of the handout (see Step 2).*

1. Begin the activity by writing this sentence on the board:

If she had studied for my exam, she would have passed it.

Read the sentence aloud and then lead the class in reading it in unison. Invite volunteers to explain its meaning. Ask whether the person passed the exam and why. Encourage students to point out the words that indicate that the person neither studied nor passed.

2. Distribute a handout with sentences like these:

If the tomatoes ____ been ripe instead of rotten, I ____ have made a sauce for pasta.

If the weather had ____ good last week, we would ____ gone swimming in the lake.

If the milk ____ been fresh, he ____ have drunk it.

If they ____ not collided with each other, she would ____ been on time for her date.

If I had ____ in the mirror, I ____ have realized that I was bleeding.

If I ____ not worn my helmet, I ____ have hurt my head.

If he ____ not brought his dog to work, everyone ____ be working.

If there had ____ an emergency, the police would ____ helped.

If it ____ been raining, we ____ not have gone to the beach.

If he had ____ choking, we ____ have called an ambulance.

3. Allow students time to copy the sentences, filling in the blanks. Assist individuals and make sure they understand the construction and meaning of the sentences.

4. Call on volunteers to read their sentences aloud. Invite discussion on sentences that students find especially difficult or confusing.

5. Collect the papers and evaluate.





Unit 3, Lesson 5, Part C

Focused Activity–X-ray Reading

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Read about emergency scenarios and answer comprehension questions.

Materials:

Photocopies of scripts; one of each per student

Extra Help

X-ray Reading

Prepare Ahead:

- *Have copies of the scripts available for each student.*

1. Distribute these four scripts:

Script 1

Nurse: What happened?
Paramedic: This patient's car collided with another car.
Nurse: Was it a serious accident?
Paramedic: Yes, it was a serious accident. Fortunately, he was wearing his seat belt.
Nurse: Do you think that he's broken a bone?
Paramedic: Yes, I think that he's broken a bone, but he'll still need an x-ray of his arm.
Receptionist: Does he need an x-ray?
Nurse: Yes, he needs an x-ray.

Script 2

Paramedic: Nurse, please come with me.
Nurse: Is there another emergency?
Paramedic: Yes, there's another emergency. This woman's house was on fire.
Nurse: Does it hurt when you breathe?
Patient: Yes, it hurts when I breathe.
Nurse: Can you feel my fingers?
Patient: Yes, I can feel your fingers.
Nurse: Are you pregnant or allergic to any medicines?
Patient: No, I'm not pregnant or allergic to any medicines.
Nurse: I'll give you an injection that will help treat your injury. Soon it won't hurt.
Patient: Okay. Thank you.





Script 3

Paramedic: That's the firefighter who saved that woman's life.
Nurse: Hello.
Firefighter: Hello!
Nurse: Are you the firefighter who saved that woman's life?
Firefighter: Yes, I am. She was choking on the smoke when I found her.
Firefighter: How is she?
Nurse: She had a minor injury, but we're treating her.
Firefighter: I hope she'll be okay.
Nurse: Don't worry. She'll be well soon. What happened?
Firefighter: The fire began in the kitchen when she was at work.
Nurse: When did she realize that the house was on fire?
Firefighter: She realized that the house was on fire when she returned home from work.
Paramedic: If she hadn't returned home, her house probably would have been destroyed.



Script 4

Nurse: How long have you been a volunteer at the fire department?
Firefighter: I've been a volunteer at the fire department for two years. Are you a volunteer?
Nurse: I work here at the emergency room during the week, but I volunteer in the city park on Saturdays.
Paramedic: You should come to the city park someday! It's safer than putting out fires!
Firefighter: That's a good idea. Maybe I will!
Nurse: I hope to see you soon!
Firefighter: I also hope to see you soon! Goodbye!



2. Divide the class into groups of three students and ask partners to read each of the scripts several times so that each student plays each role at least once. Circulate around the room and listen for correct pronunciation.

3. Write questions such as the following on the board:
How did the boy break his arm?
Why was the woman choking?
When did the woman realize her house was on fire?
Where does the nurse volunteer?

4. Have each group member write his answers to the questions before sharing and comparing answers within the group.





Samples and Handouts

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Appendix A–Use with Unit 1, Lesson 2, Part C The Right Price

Clothing Inventory				
Type of Clothing	Small	Medium	Large	Extra Large
Example: Shirt, blue	\$20	out	\$25	\$27

Jewelry Inventory				
Type of Jewelry	Silver	Silver with Diamonds	Gold	Gold with Diamonds
Example: Necklace	\$25	\$100	\$35	out

Appendix A (continued)

Fruit and Vegetables Inventory				
Type of Fruit or Vegetable	How many?			
	1	4	6	8
Example: Apples, red	\$1	\$4	\$6	\$8

Pizza Inventory				
Type of Pizza	Small	Medium	Large	Extra Large
Example: Vegetarian	\$4	\$6	\$8	\$10

Appendix B–Use with Unit 1, Lesson 2, Part D

Sample List of Wants and Needs

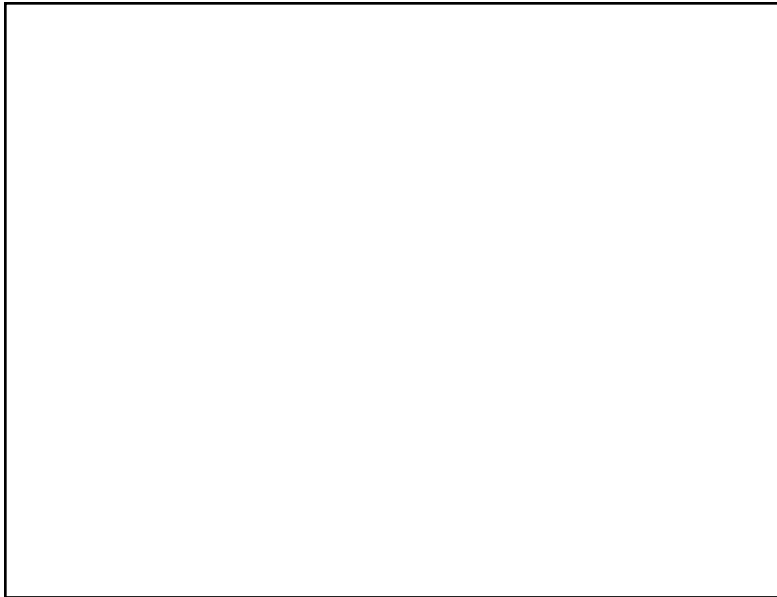
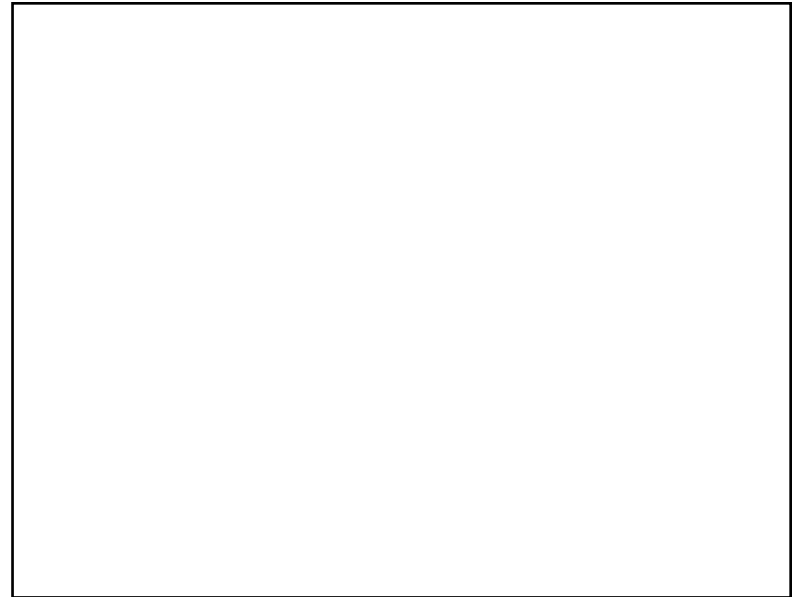
I want a car that produces energy from water.

I would like a car that has a carpet made of grass.

I want a refrigerator that makes ice cream in the trunk.

I need a car that studies for my math exam next week.

Appendix C—Use with Unit 1, Lesson 2, Part D
Template List of Wants and Need

A large, empty rectangular box with a black border, intended for writing a list of wants and needs.A large, empty rectangular box with a black border, intended for writing a list of wants and needs.A large, empty rectangular box with a black border, intended for writing a list of wants and needs.A large, empty rectangular box with a black border, intended for writing a list of wants and needs.

Appendix D–Use with Unit 1, Lesson 3, Part B

Storybook Assembly Instructions

Sample Storybook

1. Cut Sheet 1 and Sheet 2 along the dashed lines. (Do *not* cut along solid lines.)
2. Fold Sheet 1 along the horizontal line. (Keep the text facing outward.)
3. Fold Sheet 1 along the vertical line. (Keep pages 1 and 8 facing outward.)
4. Fold Sheet 2 along the horizontal line. (Keep the text facing outward.)
5. Fold Sheet 2 along the vertical line. (Keep pages 3 and 6 facing outward.)
6. Place Sheet 2 inside Sheet 1 so that pages 1–8 are consecutive.
7. Staple the spine of the booklet.
8. If time permits, you may wish to illustrate each page.

Blank Storybook Pages

1. Cut along the dashed line. (Do *not* cut along solid lines.)
2. Fold along the horizontal line. (Keep the blank lines facing outward.)
3. Fold along the vertical line.
4. Place one or more folded sheets inside the first.
5. Staple the spine of the booklet.
6. Have students write page numbers in the blank boxes on each page.

Appendix D (continued)
Sample Storybook Sheet 1

<p>1 By Leah and Daniel</p> <p>It's Friday on the Farm!</p>	<p>At sunset, Farmer Fred says good night to all the animals on the farm. 8</p>
<p>2 Farmers start working at sunrise.</p>	<p>Then, he uses his tractor to plant seeds. 7</p>

**At noon, Farmer Fred
and his family eat lunch.**

**In his garden, he
grows corn and tomatoes.**

**Look! He is feeding
the animals and
watering the garden.**

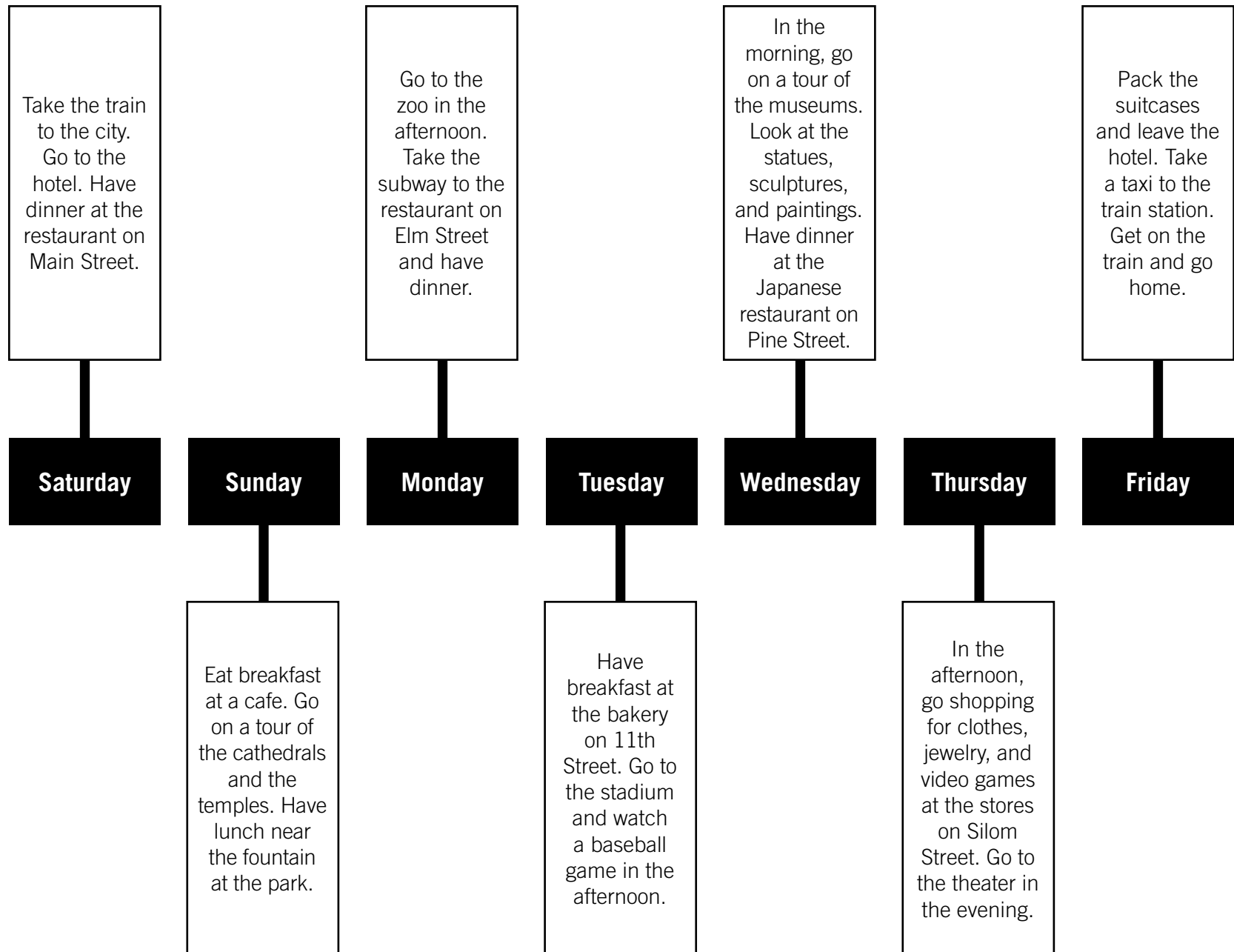
**Farmer Fred raises
chickens and cows.**

Appendix E—Use with Unit 1, Lesson 3, Part B
Blank Storybook Pages

A template for blank storybook pages. It consists of two facing pages, each with a dashed border. Each page has a small rectangular box in the top-left and bottom-left corners, and another small rectangular box in the top-right and bottom-right corners. The pages are divided into four horizontal sections by a dashed line across the middle. Each section contains three horizontal lines for writing. A solid vertical line runs down the center, separating the two pages.

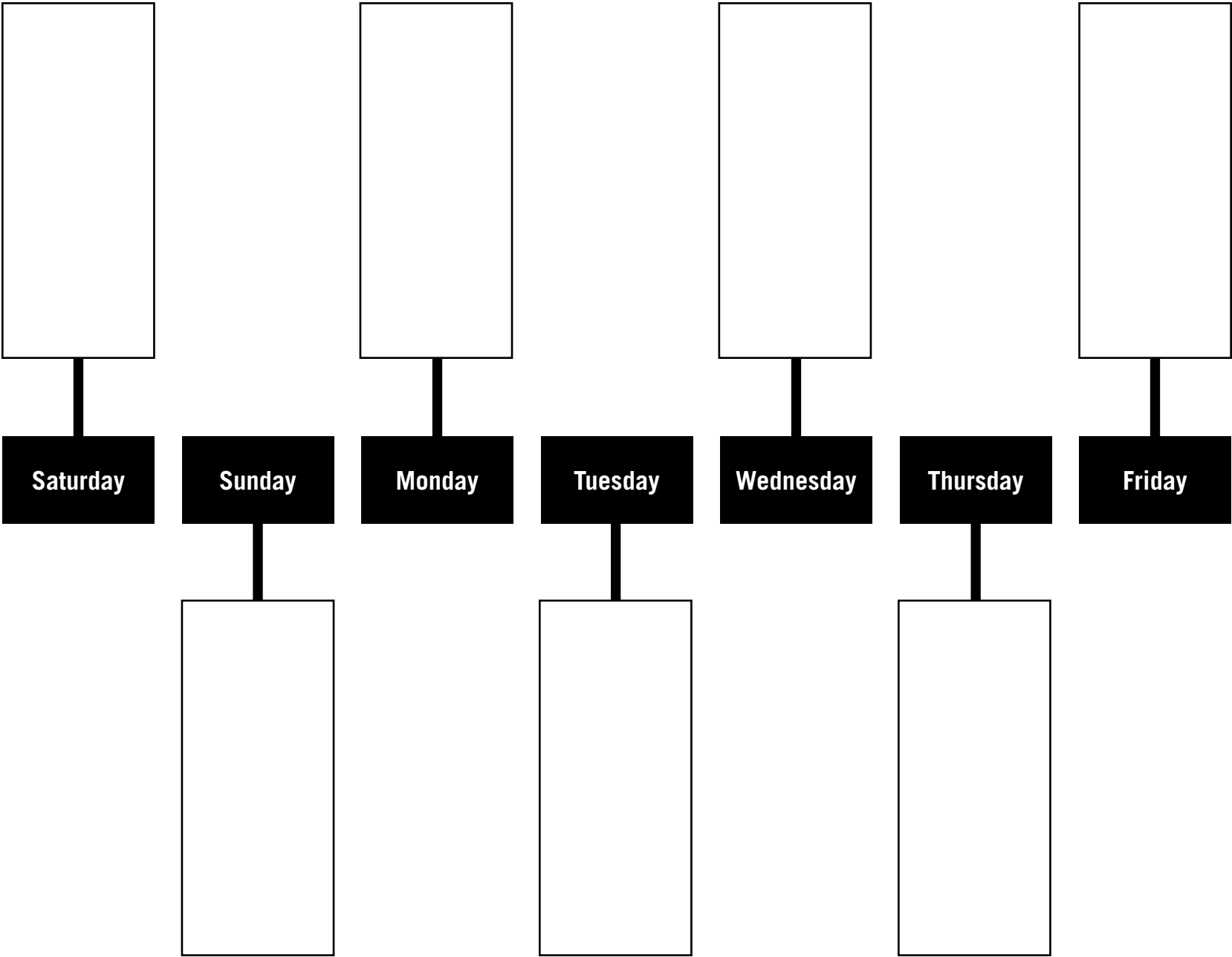
Appendix F–Use with Unit 1, Lesson 4, Part A

Sample Timeline



Appendix G—Use with Unit 1, Lesson 4, Part A

Blank Timeline



Appendix H–Use with Unit 2, Lesson 2, Part F

Passport to Culture

Example

Country Name	United Country	Stamp <i>UC</i>
Government	There is a king.	
Clothes	People wear green hats on holidays.	
Other Culture	Children sing a sad song about a big fish.	

Country 1

Country Name		Stamp
Government		
Clothes		
Other Culture		

Country 2

Country Name		Stamp
Government		
Clothes		
Other Culture		

Country 3

Country Name		Stamp
Government		
Clothes		
Other Culture		

Country 4

Country Name		Stamp
Government		
Clothes		
Other Culture		

Country 5

Country Name		Stamp
Government		
Clothes		
Other Culture		

Country 6

Country Name		Stamp
Government		
Clothes		
Other Culture		

Appendix I—Use with Unit 2, Lesson 3, Part A

Answer-and-Question Lists

Group 1

Answer: This number is the answer when you subtract five from twelve.

Question: What is seven?

Answer: The answer is ten when you divide one hundred by this number.

Question: What is ten?

Answer: Multiply one hundred by ten to find out this number.

Question: What is one thousand?

Answer: This is a person who studies stars.

Question: Who is an astronomer?

Answer: Use this to look at stars and planets.

Question: What is a telescope?

Answer: This is the room where a scientist works.

Question: What is a laboratory?

Answer: This is the third planet from the sun.

Question: What is Earth?

Answer: You want to find out how much the museum tour costs for the class. Use the number of people and the ticket price and do this.

Question: What is multiply?

Answer: This is the answer when you divide twelve by four.

Question: What is three?

Answer: This is what a biologist will do to discover how well plants grow under water.

Question: What is an experiment?

Answer: He is trying this type of experiment to discover what happens when you add two chemicals together.

Question: What is chemistry?

Group 2

Answer: This number is the answer when you add two and six.

Question: What is eight?

Answer: This number is the answer when you multiply five by ten.

Question: What is fifty?

Answer: The answer is twenty-two when you multiply this number by two.

Question: What is eleven?

Answer: In this class we study plants and animals.

Question: What is biology?

Answer: Use this to look at cells.

Question: What is a microscope?

Answer: This machine can add, subtract, multiply, and divide.

Question: What is a calculator?

Answer: In 1969, three Americans traveled from the Earth to this place.

Question: What is the moon?

Answer: She studies plants and animals that live in the rain forest.

Question: Who is a biologist?

Answer: He is about to discover what happens when you add these two chemicals together.

Question: Who is a chemist?

Answer: Because of the light from this, you need sunglasses.

Question: What is the sun?

Answer: To find out how many slices of pizza everyone can have, find the number of slices and do this by the number of people.

Question: What is divide?



Appendix J–Use with Unit 2, Lesson 4, Part A

Sample Brochure

IMPOSSIBLE	BECOMES	POSSIBLE
<p><i>In the past, it was impossible to send mail fast.</i></p>	<p><i>Then someone made the computer, the Internet, and e-mail.</i></p>	<p><i>Now it's possible to send e-mail fast on a computer.</i></p>
<p>How did people send messages in the past?</p> <ul style="list-style-type: none">• People wrote letters.• People wrote postcards.	<p>How did it become possible to send messages fast?</p> <ul style="list-style-type: none">• Someone had an idea and made the computer.• Someone had an idea and made the Internet that had websites.• Someone had an idea and made a website that could send e-mail.	<p>How do people send messages now?</p> <ul style="list-style-type: none">• People still send letters and postcards, and they can also send messages on their computers.
<p>When did people receive letters or postcards in the past?</p> <ul style="list-style-type: none">• People received letters or postcards after waiting for weeks or months.		<p>When do people receive messages now?</p> <ul style="list-style-type: none">• People can receive messages on their computers in five seconds.• People can send messages to their family and friends in other countries and receive answers the same day.

Appendix K—Use with Unit 2, Lesson 4, Part A Blank Brochure

[illegible]

Appendix L—Use with Unit 2, Lesson 4, Part F

Sample Lesson Plan

	How to Bake an Apple Cake
Write	<p><i>Write words that students may not know.</i></p> <p>nuts, pour, spices, stir</p>
Show	<p><i>Show the class an example of what they will do.</i></p>
Tell	<p><i>Tell the class how to do it.</i></p> <p>First, gather what you need: apples, butter, an egg, flour, milk, nuts, spices, sugar, a bowl, a spoon, a knife, and a pan.</p> <p>Then use a knife to cut the apples.</p> <p>Pour the flour, nuts, spices, and sugar together in the bowl. Then use the spoon to stir in the butter, eggs, and milk.</p> <p>Pour everything together into the pan.</p> <p>Turn the oven on at three hundred fifty degrees.</p> <p>Put the pan in the oven and bake it for forty-five minutes.</p> <p>Be careful! If the cake is in the oven more than fifty minutes, it will burn.</p>
Help	<p><i>Help students make what you made.</i></p>

Appendix M–Use with Unit 2, Lesson 4, Part F

Blank Lesson Plan

Write	Write words that students may not know.
Show	Show the class an example of what they will do.
Tell	Tell the class how to do it.
Help	Help students make what you made.

Appendix N–Use with Unit 3, Lesson 2, Part C Scrambled Dialogue

(Copy and cut along dotted lines)

Doctor: happened What?

Nurse: car with car This collided another patient's.

Doctor: accident a it Was serious?

Nurse: his but Yes, belt seat was he fortunately wearing.

Doctor (to Patient): my Can feel fingers you?

Patient: arm my a hurts Yes, lot but.

Nurse (to Doctor): need an he Does x-ray?

Doctor: arm his of Yes, x-ray an need he'll.

X-ray Nurse: pregnant allergic Are any medicines to or you?

Patient: not any No, or pregnant to I'm medicines allergic.

Doctor (to Patient): arm not Your Congratulations! broken is.

Appendix O—Use with Unit 3, Lesson 4, Part A Vocabulary Cards

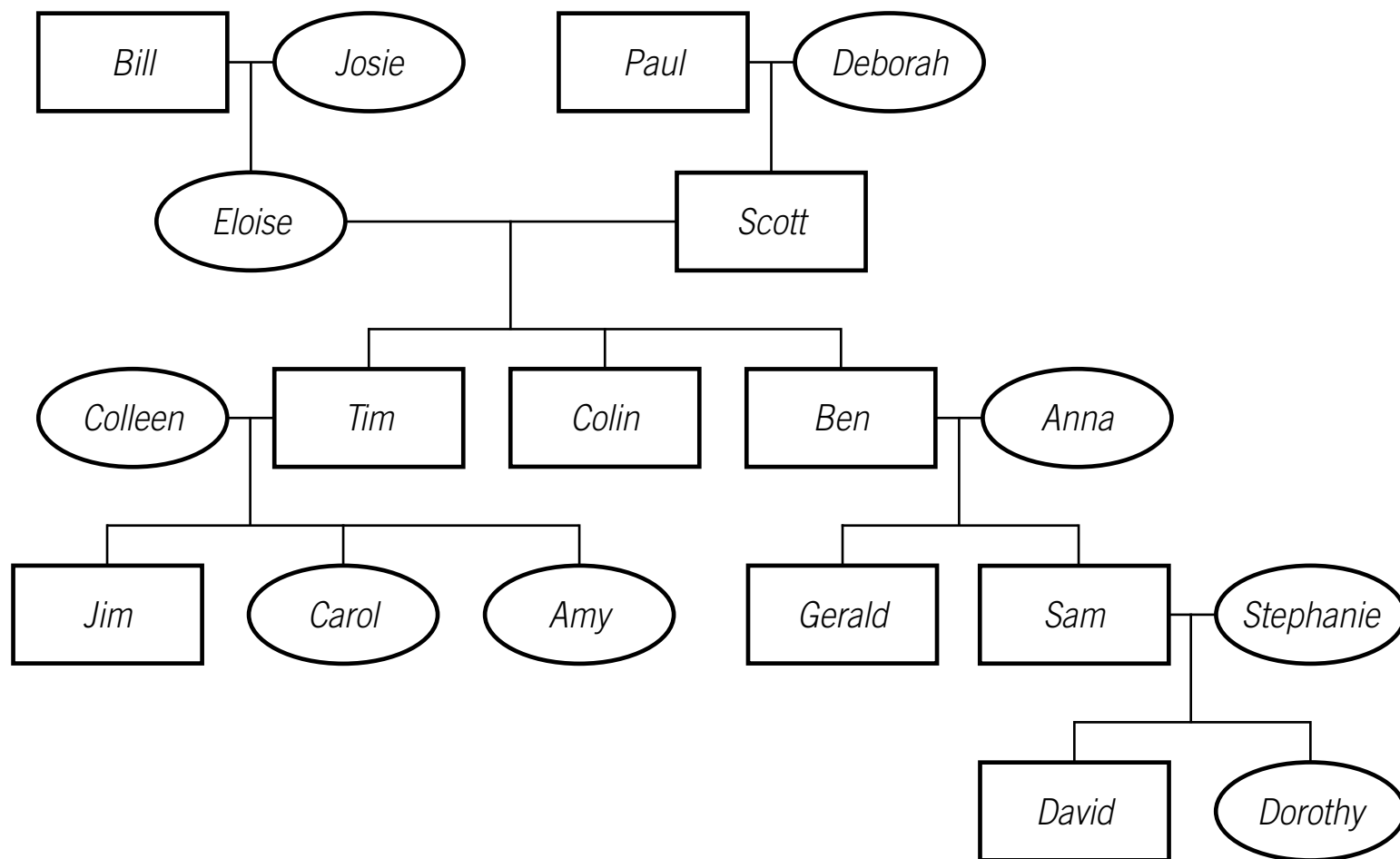
(Copy and cut along dotted lines)

translator	noon	embassy	passport	ambulance
flight attendant	midnight	fire department	purse	bulldozer
customs officer	morning	emergency room	suitcase	ship
pilot	evening	hospital	laptop	airplane
passenger	afternoon	park	bicycle	pickup

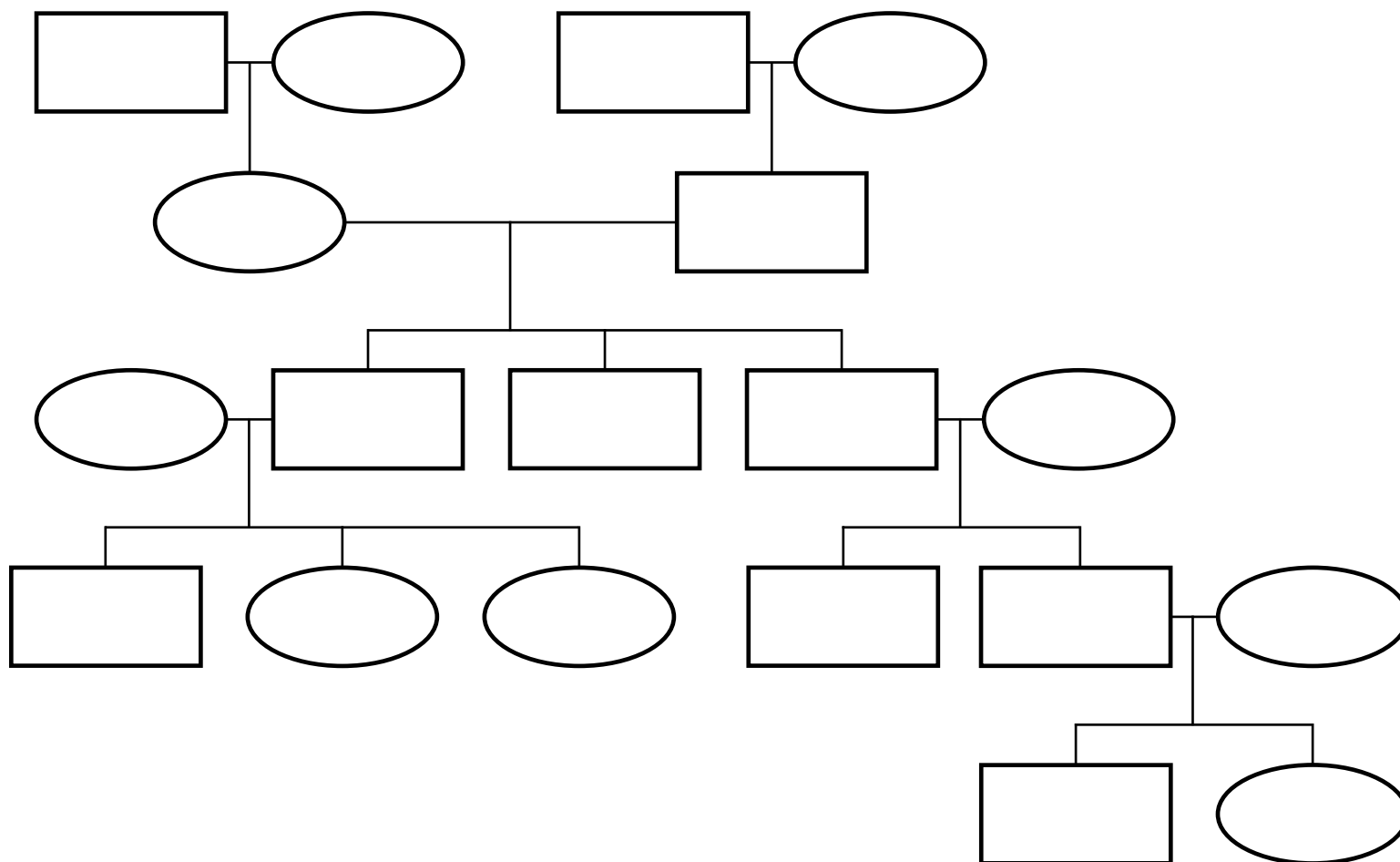
Appendix P–Use with Unit 3, Lesson 4, Part A Deliberation Grid

Thief	✓	Time	✓	Place	✓	Stolen	✓	Transport	✓
translator		noon		embassy		passport		ambulance	
flight attendant		midnight		fire department		purse		bulldozer	
customs officer		morning		emergency room		suitcase		ship	
pilot		evening		hospital		laptop		airplane	
passenger		afternoon		park		bicycle		pickup	

Appendix Q—Use with Unit 4, Lesson 1, Part A
Sample Family Tree



Appendix R—Use with Unit 4, Lesson 1, Part A
Blank Family Tree



Appendix S—Use with Unit 4, Lesson 1, Part C

Questions about Divorce

(Copy and cut along dotted line)

Questions about Divorce (Student A)

1. What did you think about when the teacher wrote *single* on the board?
2. What did you think about when the teacher wrote *married* on the board?
3. What did you think about when the teacher wrote *divorced* on the board?
4. What did you think about when the teacher wrote *remarried* on the board?
5. Why do people get married?
6. Why do people get divorced?
7. Do you think people should get divorced?
8. Do many people get divorced in your family's country?
9. Should children live with their mother or father when their parents get divorced? Why?
10. Why do many famous people get divorced?

Questions about Divorce (Student B)

1. What did you think about when the teacher wrote *single* on the board?
2. What did you think about when the teacher wrote *married* on the board?
3. What did you think about when the teacher wrote *divorced* on the board?
4. What did you think about when the teacher wrote *remarried* on the board?
5. Why do people get married?
6. Why do people get divorced?
7. Do you think someone who gets divorced is a bad person? Why?
8. Would you go on a date with someone who has gotten a divorce? Why?
9. Why do people get remarried?
10. Do you think people should get married early or late in their life?

Appendix T–Use with Unit 4, Lesson 2, Part A Project Planning

Our Project		
What we will build:		
City problem solved by this project:		
Time needed to finish this project:	Names of planners:	
Types of construction workers needed:		
Materials needed	How many / How much	Cost
Write a paragraph about the project:		

Appendix U—Use with Unit 4, Lesson 2, Part D

Customer Order Form

Holidays to Go		
Celebrating can be simple.		
CUSTOMER ORDER		
Name:		
FOOD	AMOUNT NEEDED	PRICE
TOTAL PRICE:		
Please deliver on ____/____/____ at ____:____ ^{AM PM} to _____.		
date time address		

I met my husband ten years ago; however, we just got married. I was going to meet a group of friends at the movie theater, but when I arrived, no one was there. I was leaving when a thief stole my purse. He began to run; however, a man followed him. When the thief saw he was being followed, he dropped my purse. The man who had helped me returned my purse. He smiled and walked away. Eight years later I went to a restaurant that I rarely visit, and I saw that man again. We began to spend a lot of time together. We often went hiking because we both enjoyed it. He asked me to marry him at the movie theater where we first met. It's funny that a thief helped me meet my husband!

I'm an employee of a video game design company. This is Alberto. He's my co-worker. There are three more co-workers on our team. Our team just began working on a new project. My co-workers and I are designing a video game that helps teach people a new language. The words are very simple at the beginning but as you learn the language, the video game teaches more complex words. The end looks very complex if you don't understand the words at the beginning. There were problems, but we solved many of them. Our manager wants the game manufactured as soon as possible. He says he wants it to be in stores by the end of the year!

Hello! Welcome to our home! This is our house. This is our driveway. This is our yard. This is our neighborhood. We have a driveway on the left side of the house. Our neighbor, Mrs. Chun, is working in her yard today. Mrs. Chun has lived in the neighborhood for almost seventy years. She lived here when she was a little girl. I asked her once if the neighborhood has changed since she was young. She said it has changed a lot. For example, when she was a girl not many people had cars. Yesterday, I saw someone new was moving into our neighborhood. I was interested in meeting them. I remember how happy we were to have nice neighbors. I walked to their house and said, “Welcome to the neighborhood!”