2.1a 1 Family Relations (Part 1) Picture It 10 Easy Application Visual-Spatial
2.1a 1 Family Relations (Part 1) Act It Out 20 Easy Application Bodily-Kinesthetic
2.1a 1 Family Relations (Part 1) Who's Who? 15 Medium Analysis Interpersonal
2.1b 1 Family Relations (Part 2) Family Photos 10 Easy Application Visual-Spatial
2.1b 1 Family Relations (Part 2) Family Sentences 20 Medium Application Verbal-Linguistic
2.1b 1 Family Relations (Part 2) Family Tree 15 Medium Application Naturalist
2.1c 1 Numbers 7–12, Ages Count It Out! 10 Easy Comprehension Logical-Mathematical
2.1c 1 Numbers 7–12, Ages How Many? 20 Easy Application Visual-Spatial
2.1c 1 Numbers 7–12, Ages Family Photos 15 Easy Application Verbal-Linguistic
2.1d 1 Journal–My Family
2.2a 1 In, On, Under In, On, or Under? 10 Easy Application Verbal-Linguistic
2.2a 1 In, On, Under What is it? Where Does It Belong? 20 Medium Application Bodily-Kinesthetic
2.2a 1 In, On, Under Audio-Visual Quiz 15 Medium Application Visual-Spatial
2.2b 1 Family At Home Who's Who? 10 Easy Application Visual-Spatial
2.2b 1 Family At Home My Funny Valentine 20 Medium Synthesis Interpersonal
2.2b 1 Family At Home Family Tree 15 Medium Application Visual-Spatial
2.2c 1 Location And Ownership Vocabulary Drill 5 Easy Comprehension Visual-Spatial
2.2c 1 Location And Ownership Whose Is It? 20 Easy Application Interpersonal
2.2c 1 Location And Ownership The Mirror Game 20 Medium Application Bodily-Kinesthetic
2.2d 1 Review In-Class Activity–Quirky Questions, Amazing...
2.2d 1 Review In-Class Activity–Family Facts
2.2e 1 Journal–On The Air
2.3a 1 Where Are You From? Around The World 10 Medium Application Visual-Spatial
2.3a 1 Where Are You From? What Country Are You From? 25 Medium Application Bodily-Kinesthetic
2.3a 1 Where Are You From? Where We Live And What We Do 10 Medium Application Verbal-Linguistic
2.3b 1 Greetings And Introductions Greetings And Salutations 10 Easy Knowledge Interpersonal
2.3b 1 Greetings And Introductions Getting To Know You 20 Medium Application Interpersonal
2.3b 1 Greetings And Introductions Writing About New Friends 15 Medium Application Verbal-Linguistic
2.3c 1 American Cultural Activity–Landmarks And Geography Famous Landmarks 25
2.3d 1 International Cultural Activity–Flags And Clothing Flags And Clothing From Around The World 25 Medium Application Visual-Spatial
2.3e 1 Journal Activity–Where Am I From? Where Am I From?
2.4a 1 Clothing, Colors, Physical Attributes Are You Describing Me? 10 Easy Application Verbal-Linguistic
2.4a 1 Clothing, Colors, Physical Attributes Description Detectives 20 Medium Application Bodily-Kinesthetic
2.4a 1 Clothing, Colors, Physical Attributes Describing Others 15 Medium Application Visual-Spatial
2.4b 1 Physical States Acting Up 10 Easy Application Bodily-Kinesthetic
2.4b 1 Physical States How Are They Feeling? 20 Medium Application Visual-Spatial
2.4b 1 Physical States Comic Conditions 15 Medium Synthesis Visual-Spatial
2.4c 1 Conversational Dialogue  Two Names, Same Person 10 Medium Application Visual-Spatial
2.4c 1 Conversational Dialogue  Family Scenarios 20 Medium Synthesis Verbal-Linguistic
2.4c 1 Conversational Dialogue  Spontaneous Chatter 15 Medium Synthesis Interpersonal
2.4d 1 Review In-Class Activity–Interesting Interviews 25
2.4d 1 Review Out-of-Class Activity–Home Happenings
2.4e 1 Journal Activity–Dressing For The Weather
2.5a 1 Enrichment Activity–Photo Essay
2.5a 1 Focused Activity–Vocabulary Words Around The House Words Around The House 25 Medium
2.5b 1 Focused Activity–Reading Sarah's Journal
2.5c 1 Focused Activity–Speaking Conversations Conversations 25 Easy
2.5d 250 Focused Activity–Living Grammar Living Grammar 25 Medium
Table of Contents

Introduction .................................................. v
The Rosetta Stone Story ....................................... v
About Rosetta Stone Inc ...................................... vi
Welcome, Teachers! ........................................... vi
How We Teach: Dynamic Immersion .................... vii
Inside the Teacher’s Guide .................................. viii
Supplementary Materials Description ..................... xi
Course Content and Workbook ............................ xi
Lesson Adaptability ........................................... xii
Learning Styles and Skills ................................. xii
Focused and Enrichment Activities ..................... xii
Elementary Students ....................................... xiii
College Students ............................................ xiii

Unit 1: Travel ................................................. 1
Grammar & Usage: Prepositions and Prepositional Phrases, Izquierdo/a and Derecho/a ................. 5
Lesson 1a: Travel and Destinations .................... 6
Lesson 1b: Spatial Relationships–Part 1 .............. 8
Lesson 1c: Spatial Relationships–Part 2 .............. 10
Lesson 1d: Journal Activity–My View ................. 12
Grammar & Usage: The Imperative, Ordinal Numbers 13
Lesson 2a: Exploring Ordinal Numbers ............... 14
Lesson 2b: Directions and Location .................. 16
Lesson 2c: Review ....................................... 18
Lesson 2d: International Cultural Activity–Subway Scramble 20
Lesson 2e: Journal Activity–How Do I Get There? 21
Grammar & Usage: Telling Time, The Twenty-Four-Hour Clock System 23
Lesson 3a: Telling Time ................................ 24
Lesson 3b: Arriving and Departing .................... 26
Lesson 3c: Travel and Distance ...................... 28
Lesson 3d: Journal Activity–Traveling ............... 30
Grammar & Usage: Future Tense, Impersonal Construction 31
Lesson 4a: Weather Today .............................. 32
Lesson 4b: Weather Tomorrow ....................... 34
Lesson 4c: Latin American Cultural Activity–Visiting a Latin American City 36
Lesson 4d: Review ....................................... 37
Lesson 5a: Focused Activity–Listen Up ............... 38
Lesson 5b: Focused Activity–Reading a Newspaper 40
Lesson 5c: Focused Activity–Speaking in Rounds 41

Unit 2: Past and Future ...................................... 43
Grammar & Usage: The Preterite Tense, Stating Age 47
Lesson 1a: Past and Future Tenses .................... 48
Lesson 1b: Giving ....................................... 50
Lesson 1c: Letter Writing ................................ 52
Lesson 1d: Journal Activity–Goals .................... 54
Grammar & Usage: Asking for Repetition, Using Para with an Infinitive 55
Lesson 2a: School Subjects ................................ 56
Lesson 2b: Meaning and Understanding ............... 58
Lesson 2c: Past Tense ................................... 60
Lesson 2d: Review ....................................... 62
Lesson 2e: Journal Activity–Subjects of Discussion 63
Grammar & Usage: Punctuation, The Imperfect Tense 64
Lesson 3a: The Past Imperfect ......................... 66
Lesson 3b: When and Was .............................. 68
Lesson 3c: International Cultural Activity–Haiku 70
Lesson 3d: Work Roles ................................ 72
Lesson 3e: Journal Activity–Going to College .... 74
Grammar & Usage: Direct Object Pronouns, Using Más. 75
Lesson 4a: The Imperfect and Preterite Tenses .... 76
Lesson 4b: Manners ..................................... 78
Lesson 4c: Review ....................................... 80
Lesson 4d: Latin American Cultural Activity–Muralismo 82
Lesson 4e: Journal Activity–Before and After .... 83
Lesson 5a: Enrichment Activity–Treasure Hunt .... 84
Lesson 5b: Focused Activity–Reading All Together 85
Lesson 5c: Focused Activity–Speaking About Travel 86
Lesson 5d: Focused Activity–Grammar and Travel Chat 87
Unit 3: Friends and Social Life .......................... 89
  Grammar & Usage: Formal Imperatives, Months of the Year .......93
  Lesson 1a: Formal Imperatives .........................................94
  Lesson 1b: Giving and Following Instructions .......................96
  Lesson 1c: Months of the Year .........................................98
  Lesson 1d: Journal Activity–Party Helpers .........................100
  Lesson 1e: Latin American Cultural Activity–Comparing Civilizations.101
  Grammar & Usage: Prepositional Phrases, Informal Imperatives .103
  Lesson 2a: Social Interaction Verbs ...................................104
  Lesson 2b: Timeliness and Numbers Greater Than 100 .............106
  Lesson 2c: Contact Information, Calendar Dates, and Imperatives .108
  Lesson 2d: Review ..........................................................110
  Lesson 2e: Journal Activity–My Circle of Friends .................111
  Grammar & Usage: Demonstrative Adjectives, Aquí and Allá ...113
  Lesson 3a: Parties and Meals ............................................114
  Lesson 3b: Requirements ................................................116
  Lesson 3c: Celebrations and Culture ................................118
  Lesson 3d: Journal Activity–Minding Your Ps and Qs .............120
  Lesson 3e: International Cultural Activity–
              Celebrate Around the World ................................121
  Grammar & Usage: Adverbs of Manner,
              Accepting and Declining Invitations .......................123
  Lesson 4a: Music and Forms of Good and Bad ....................124
  Lesson 4b: Busy and Free ..............................................126
  Lesson 4c: Apology and Acceptance ................................128
  Lesson 4d: Review ..........................................................130
  Lesson 4e: Journal Activity–The Good Arts .......................131
  Lesson 5a: Focused Activity–Reading Articles ....................132
  Lesson 5b: Focused Activity–Rows of Grammar Fun .............133
  Lesson 5c: Focused Activity–Listening Carefully .................134

Unit 4: Dining and Vacation ................................. 135
  Grammar & Usage: Future Tenses; The Adverb Muy ...............139
  Lesson 1a: Expectations About the Future .........................140
  Lesson 1b: Asking and Answering ..................................142
  Lesson 1c: Dining In and Dining Out ...............................144
  Lesson 1d: Journal Activity–Dinner at My House ................146
  Grammar & Usage: Negation, Types of Things ....................147
  Lesson 2a: Music and Art ..............................................148
  Lesson 2b: Cities ............................................................150
  Lesson 2c: Seek and Find ...............................................152
  Lesson 2d: Review ..........................................................154
  Lesson 2e: Journal Activity–Music Review .......................156
  Grammar & Usage: Expressing Emotions, Sequencing Events ...157
  Lesson 3a: Worship Sites and Basic Emotions ....................158
  Lesson 3b: Length of Time ..............................................160
  Lesson 3c: Sequencing ....................................................162
  Lesson 3d: Latin American Cultural Activity–Latin American Music .164
  Lesson 3e: Journal Activity–Travel Agent ........................165
  Grammar & Usage: Possession, The Indefinite Adjective Mucho ..167
  Lesson 4a: Vacations .......................................................168
  Lesson 4b: Quantity and Ability ......................................170
  Lesson 4c: Going to the Beach .........................................172
  Lesson 4d: Review ..........................................................174
  Lesson 4e: Journal Activity–Stranded on an Island .............176
  Lesson 4f: International Cultural Activity–Machu Picchu .......177
  Lesson 5a: Enrichment Activity–Lost and Found ................178
  Lesson 5b: Focused Activity–Reading Paragraphs ...............179
  Lesson 5c: Focused Activity–Vocabulary Mobile ................180
  Lesson 5d: Focused Activity–Speak, Repeat, and Remember ......181
  Lesson 5e: Level 2 Review: Radio Broadcast–Part 1 ..........182
  Lesson 5f: Level 2 Review: Radio Broadcast–Part 2 .............183

Index of Lesson Activities ................................. 185
In 1799, French soldiers uncovered a large piece of carved basalt. The discovery was significant, for the writing on the stone appeared in two languages and three scripts. The soldiers were stationed in the nearby town of Rosetta (Rashid), Egypt. The carved basalt rock became known as the Rosetta Stone. It was nearly 2,000 years old. A group of priests had created the stone in 196 BC to honor Ptolemy V Epiphanes, pharaoh of Egypt.

Decoding Egyptian Hieroglyphs

The Rosetta Stone was the key to unlocking the mystery of ancient Egyptian hieroglyphs. The writing was divided into three sections. Each contained the same message.

At the time of the inscription, Egyptians wrote in three scripts: Egyptian hieroglyphs, demotic Egyptian, and Greek. Each script had a specific use. Religious and other important documents were composed in hieroglyphs, everyday writings used the demotic script, and the rulers spoke and wrote Greek. The writers of the Rosetta Stone ensured that all priests, government officials, and rulers could read the message and appreciate its significance.

Jean-Francois Champollion, a French linguist, took the first steps toward understanding ancient Egyptian culture and language when he deciphered both the ideograms (pictures that represent things or ideas) and phonograms (pictures that represent sounds) engraved on the Rosetta Stone.

Language Learning and Technology

This priceless artifact represents the key to solving a great mystery. Just as the stone unlocked the mysteries of ancient Egypt, our software unlocks understanding of new languages and cultures.

Rosetta Stone® language-learning software was first developed in 1991. Rosetta Stone uses two principles that are the core of our philosophy of language learning: 1) The way we learn language as children—immersion in that language—is the best way to learn a new language at any age. 2) Interactive technology is a powerful tool for replicating and activating that process.

Today, Rosetta Stone is the world's leading language-learning software.
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 Spanish language classroom.

Over the past three decades, there has been a dramatic increase in the number of students studying new languages. Across U.S. institutions of higher education, for example, enrollment in language courses other than English increased by more than 50 percent between 1974 and 2000, with a remarkable 12.9 percent jump during the last four years of that span, according to the Modern Language Association. Spanish continues to be the most sought-after course, studied by more than 50 percent of students enrolled in college language classes. And, with intense efforts toward internationalization underway on campuses today, other languages are soaring in popularity. Enrollment in Arabic and Chinese top the list, increasing by 126.5 and 51 percent, respectively, between 2002 and 2006.

As student enrollment increases and education standards rise, your work as a teacher in the language classroom becomes all the more valuable—and all the more demanding. For more than 15 years, Rosetta Stone has been developing language-learning programs that ensure classroom success. In doing so, we continue to create personalized, intuitive, and structured environments for learning languages.
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 Spanish in everyday life.
Inside the Teacher’s Guide

This Teacher’s Guide contains a variety of tools you can use to integrate the Rosetta Stone® program into your classroom. The Lessons in this book are designed to help students use their classroom knowledge in real-world situations. Using strategies based on multiple learning styles and covering a wide range of topics, the classroom activities will educate students not only in the basics of a new language but in the context and cultures in which that language is spoken.

Lesson Plans

In addition to Unit and Lesson Introductions designed to help you, the teacher, understand how the software and the off-computer time interact, there are several activities available for each Lesson. The Lesson plans are designed to stimulate your students to remember and reproduce the language they are learning in a natural manner.
Grammar & Usage
Specific grammar and usage points for each Lesson in the Rosetta Stone software are included at the beginning of each new set of Lesson plans. These informative pages will help you communicate details to your students about the guidelines of the English language and about ways learners can improve their command of the nuances of the language. Delving deeper with students into the patterns that occur in English will make the language more interesting and easier to grasp.

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:

- Write vocabulary on the board and engage students in choral recitations, to enhance pronunciation and reading skills.
- 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 highlight themes from corresponding Core Lessons of the Rosetta Stone software. You will discover that 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.
- Display terms in a prominent place as a reminder for use in spontaneous conversation.
- Use target terms in questions that inspire students to share their personal experiences (Which do you like more, fruit or vegetables?).
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, to indicate the learning style that is featured:

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

Level of Difficulty

Most Lesson activities in the *Teacher’s Guide* are rated on a continuum from simple to difficult. This rating is represented by red check marks. Use the following legend to determine an activity’s level of difficulty:

- 🔄 🔄 🔄 🔄 Simple
- 🔄 🔄 🔄 🔄 🔄 Easy
- 🔄 🔄 🔄 🔄 🔄 🔄 Medium
- 🔄 🔄 🔄 🔄 🔄 🔄 🔄 Moderate
- 🔄 🔄 🔄 🔄 🔄 🔄 🔄 🔄 Difficult
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 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.

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 Workbook, along with tests for each Lesson and an answer key for worksheets, quizzes, and tests.

The correlations in this book refer to the skills that characterize the cognitive domain, as defined by Bloom’s Taxonomy:

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

Many Lesson activities are labeled with one of these skills, which span the continuum from concrete to abstract thinking.
Lesson
Adaptability

Learning Styles and Skills

Learning a language requires a different approach and amount of time for each learner. Rosetta Stone® and this Teacher’s Guide both strive to ensure this flexibility is available in the software and the Lessons. Activities have been 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 categorizations when using 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 learning strengths and challenges. After the assessment, students should spend extra time working through the recommended Focused Activities in the Rosetta Stone software. Focused Activity Lessons in the Teacher’s Guide provide additional reinforcement of concepts introduced in the software. These Lessons are designed to ensure success and build confidence through small-group work in the reviewed material. Select activities that target knowledge, comprehension, and application skills (as identified in the Bloom’s Taxonomy listings) to 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

Students who display an exceptional skill for language learning should be encouraged to further develop their capabilities. Enrichment Activities allow for this. Students with exceptional language-learning abilities may be assigned independent studies that require in-depth research, creative problem-solving, the setting of timelines, and the meeting of deadlines. Taking ownership of projects such as these 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 experiences that young people receive from learning a second language can be applied to studying other languages. Until then, the early years of life are an excellent period in which to build a language-learning foundation.
Introduction

With modifications to the Lessons in this Teacher’s Guide, younger learners can be guided to make the most of their natural grasp of languages. As you shape Lessons to address students’ unique learning styles, you are preparing a solid foundation for 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 pre-literate 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 a group setting. 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 the community. 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 over-arching 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 Spanish, 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

Travel

Grammar & Usage: Prepositions and Prepositional Phrases,
Izquierdo/a and Derecho/a

Lesson 1a: Travel and Destinations
Lesson 1b: Spatial Relationships–Part 1
Lesson 1c: Spatial Relationships–Part 2
Lesson 1d: Journal Activity–My View

Grammar & Usage: The Imperative, Ordinal Numbers
Lesson 2a: Exploring Ordinal Numbers
Lesson 2b: Directions and Location
Lesson 2c: Review
Lesson 2d: International Cultural Activity–Subway Scramble
Lesson 2e: Journal Activity–How Do I Get There?

Grammar & Usage: Telling Time, The Twenty-Four-Hour Clock System
Lesson 3a: Telling Time
Lesson 3b: Arriving and Departing
Lesson 3c: Travel and Distance
Lesson 3d: Journal Activity–Traveling

Grammar & Usage: Future Tense, Impersonal Construction
Lesson 4a: Weather Today
Lesson 4b: Weather Tomorrow
Lesson 4c: Latin American Cultural Activity–Visiting a Latin American City
Lesson 4d: Review

Lesson 5a: Focused Activity–Listen Up
Lesson 5b: Focused Activity–Reading a Newspaper
Lesson 5c: Focused Activity–Speaking in Rounds
Unit 1: Travel

Introduction to Unit 1

This first Unit in Level 2 of Rosetta Stone® software and the Teacher’s Guide focuses on some of the most-needed Spanish communication skills for learners ready to explore and use their new language. Travel and spatial relationships of people, places, and objects are overarching themes that mesh frequently as students learn to give and follow directions, navigate through cities using maps, tell time and differentiate between units of time, and talk about the weather and destinations.

Teaching Unit 1

Many of the Lesson plans you will encounter in this Unit challenge students to collaborate with their fellow learners in scriptwriting, games, interviews, and other activities designed to augment Spanish communication skills and enhance interpersonal learning. There will be numerous kinesthetic learning activities, which should appeal to nearly all students and help the more inhibited ones develop confidence in communicating through physical expression while interacting with you and their peers. You will have opportunities to discuss travel to international and U.S. cities during two cultural activities in which students write a Latin American city travelogue and interpret the subway maps of international cities.

Lesson 1a: Travel and Destinations

The first Lesson challenges students to respond orally and in writing about their travel plans and destinations. In groups, they will prepare to-do lists and make presentations about their errands to the rest of the class.

Lesson 1b: Spatial Relationships—Part 1

Today’s Lesson gives students opportunities to describe where they and others are in relation to people and places. This also provides practice in using pronouns and introduces students to the difference between wanting and needing to go somewhere.

Lesson 1c: Spatial Relationships—Part 2

Learning how to give and follow directions is important for all language learners. In this Lesson, your students will practice both skills, as well as describe and ask questions about the spatial relationships of objects and landmarks. You will challenge them to give reasons for choices they make.

Lesson 1d: Journal Activity—My View

Today, students will practice writing directions and describing the locations of people and objects.

Lesson 2a: Exploring Ordinal Numbers

This Lesson expands upon the topics of directions and location through introduction of ordinal numbers and modes of transportation. Today, a series of activities will give your students practice in sequencing and describing the order in which people and objects are arranged.

Lesson 2b: Directions and Location

Your students will continue to assimilate new Spanish vocabulary by describing objects in greater detail and giving more advanced directions than they have to date.

Lesson 2c: Review

This lively Review activity gives students the opportunity to use humor in class to create a dialogue that incorporates giving directions, describing landmarks, and other elements from this and Lesson 1. Students’ new skills will be challenged in real-life situations when they must pose direction-related questions to family members and report their findings during a future class session.

Lesson 2d: International Cultural Activity—Subway Scramble

In what will likely be an eye-opening experience for many of your students, this Cultural Activity brings the world of international subway systems into focus. Students will learn how to interpret a subway map and will practice asking and giving directions to points along the maze of subterranean lines.
Lesson 2e: Journal Activity–How Do I Get There?
Today, students will use their imaginations when writing about travel on various modes of transportation.

Lesson 3a: Telling Time
Learning to tell time in Spanish will be invaluable for your students. During this class, they will use a clock to practice telling time, and will use vocabulary from this and previous Lessons to describe their daily routines.

Lesson 3b: Arriving and Departing
In today’s Lesson, the world of time expands for your students. In a series of exercises, they will apply these time intervals to arrival and departure schedules and in a timeline they create with their peers.

Lesson 3c: Travel and Distance
When it comes to travel, time and distance are closely related. Today, students will begin using the terms for near and far and will apply their math skills to reach conclusions about relative distance and travel time.

Lesson 3d: Journal Activity–Traveling
The world is at their fingertips as students write in Spanish about traveling.

Lesson 4a: Weather Today
This first of a two-part Lesson lets students practice weather and environmental vocabulary as they plan and present a mock TV weather report about today’s conditions.

Lesson 4b: Weather Tomorrow
What better way to introduce the future tense than by talking about the weather forecast? In this Lesson, your students will continue their mock TV weather broadcasts by forecasting future weather conditions. They will also talk and write about upcoming plans.

Lesson 4c: Latin American Cultural Activity–Visiting a Latin American City
Maps of Central and South America are the springboards to an imaginary journey your students will write about in this Cultural Activity. This travelogue exercise is sure to elicit countless scenarios as students write about destinations, modes of transportation, distances, arrival and departure times, and the fun of getting to where they are going.

Lesson 4d: Review
Being able to scan printed material is a good skill for readers of any proficiency level. In today’s activity that reviews Unit 1, your students will scan magazines and newspapers in search of familiar Lesson vocabulary words, then speculate as to their context within the publication. Extending this activity outside the classroom, they will use some of the words they found to create sentences about family, friends, or happenings in their community.

Lesson 5a: Focused Activity–Listen Up
Today, learners must pay close attention as you read a one-paragraph story to them. They will have a copy of the script to follow as you read and they must fill in blanks that appear throughout the version they have before them.

Lesson 5b: Focused Activity–Reading a Newspaper
Bring in copies of newspapers today because students needing extra help will get further practice in the art of scanning. They will scan the papers for known vocabulary, then hypothesize about the context in which the words appear.

Lesson 5c: Focused Activity–Speaking in Rounds
Today’s relaxed class will allow learners to talk with each other in small groups using questions you provide to guide them through their conversations.
Grammar & Usage
Unit 1, Lesson 1

Grammar

*Prepositions and Prepositional Phrases*

Discuss with the class the use of prepositions and prepositional phrases. These come before nouns and express time, manner, or place.

Review with the class the prepositions and prepositional phrases that appear in this Lesson:

- *Ella va a la escuela.*
- *La bicicleta está delante de la casa.*
- *La bicicleta está detrás de la casa.*
- *La mujer está al lado del carro.*
- *Las llaves están dentro del carro.*
- *Quiero pagar con tarjeta.*

Remind students that when *el* immediately follows *de*, the two words combine to form *del*.

\[
de + \text{el} = \text{del}
\]

Also, *a* followed by *el* becomes *al*.

\[
a + \text{el} = \text{al}
\]

Usage

*Izquierdo/a* and *Derecho/a*

Since *izquierdo/a* and *derecho/a* are adjectives, their form must agree with the gender and number of the nouns they modify. Like most other adjectives, they are placed after the nouns.

Remind students that some nouns—such as *mano* in the examples below—are an exception to the rule that nouns ending in *–o* are masculine. *Mano* is feminine.

- *Tiene las flores en la mano izquierda.*
- *Esta es su mano derecha.*

Next, point out to students the difference between using *izquierdo/a* and *derecho/a* as adjectives, and their use in prepositional phrases to describe spatial relationship. In the examples below, the preposition *a* is used to begin the prepositional phrases, and the feminine forms are used since they are implicitly modifying the feminine noun, *mano*.

- *La niña está a su izquierda.*
- *El mapa está a su derecha.*

Explain difference between *¿Dónde está...?*, to express location, and *¿Adónde va...?*, to express destination or direction.
Unit 1, Lesson 1, Part A Travel and Destinations

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the verb ir to describe task-related travel.
• Answer questions about travel destinations.

Skill Builder
After-School Destinations

1. Call on one student to answer the question “¿Adónde vas después de la escuela hoy?”

2. After the learner answers in a complete sentence using voy (“Voy al supermercado.”), she should then ask the same question of a peer.

3. Continue until all students have answered and asked the question.

Third-person and plural option: Students ask questions about others in the class. For example:

¿Adónde va Matthew esta tarde?
¿Adónde van Paolo y Andrea después de cenar?

The destinations in students’ answers may be real or fictitious.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Engage and Explore

Running Errands

1. Divide the class into groups of four students.

2. Learners will list 10 places where they might go to run errands on a weekend. Challenge students to use new vocabulary terms such as:
   - un café
   - una biblioteca

3. Learners should be prepared to describe the tasks associated with the errands at each place.

4. Each group should present its to-do list to the class by describing where each student is going and the tasks that will be performed. For example:
   - Voy al café a comprar café.
   - Tony va a la gasolinera a comprar gasolina.
   - Susana y Carolina van a la biblioteca a leer libros.

Assessment

Holiday Travel

1. Challenge students to describe (in 8–10 sentences) where they would like to go and what they would like to do during their next school break.

2. Essays should include a minimum of three destinations.

3. After several volunteers read their essays aloud to the class, collect papers and evaluate.

Word of the Day:

biblioteca
Unit 1, Lesson 1, Part B
Spatial Relationships–Part 1

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use spatial terms to describe their locations.
• Describe landmarks using directional and spatial terms.

Materials:
Card stock

Jump Start
Learning About Locations

1. Ask each student this question: “¿Dónde estás?”

2. Learners will respond with the terms detrás de, al lado de, and delante de, and should describe locations in relation to peers and classroom objects. For example:
   Estoy sentado al lado de Carlos y delante de Teresa.
   Estoy parado detrás de la mesa.

3. Continue until everyone has had a turn.

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

Engage and Explore
On Location

Prepare Ahead:
• Card stock to be used as signs for locations.

1. As a class, generate a list of building landmarks to display on the board. Be sure to include the following Lesson terms:
   un estadio   un banco
   una oficina de correos   un museo
   una biblioteca   un café
   un hotel   un teatro

2. Divide the class into groups of three students.
3. Direct each group to write five to eight sentences, using the previous landmark terms and the following location terms:
   - izquierda
   - detrás de
   - derecha
   - delante de
   - al lado de

Sample sentences include:
- El café está a la izquierda.
- El teatro está a la derecha.
- La oficina de correos está al lado de la biblioteca y detrás del hotel.
- Estoy sentado delante del museo.

While students work, label card stock with location terms.

4. Have each group take turns reading sentences, using signs as needed to illustrate the locations of landmarks. For instance, a student with a post office sign stands beside a peer holding a bookstore sign and behind a peer holding a hotel sign to illustrate the sentence:
   - La oficina de correos está al lado de la librería y detrás del hotel.

Assessment

Preferred Places

1. Direct students to write a short story (8–10 sentences) that describes a location of their choosing.

2. Stories should include vocabulary terms for:
   - age (viejo/nuevo)
   - spatial relationship (delante de/detrás de/al lado de)
   - directions (izquierda/derecha)
   - colors (rojo/blanco)
   - sizes (grande/pequeño)

3. After learners take turns reading their stories, collect papers and evaluate.
Unit 1, Lesson 1, Part C  
Spatial Relationships–Part 2

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use directional and spatial terms to describe the locations of people and objects.
• Discuss the correct placement of landmarks on a map, using directional and spatial terms.

Materials:
Mapmaking materials: collage paper, poster board, markers, colored pencils

Skill Builder
Left and Right

Prepare Ahead:
• Classroom objects to be used as props (pens, books, newspapers).

1. Explain to students that they will be using the terms izquierdo/a and derecho/a to describe peers and classroom objects in ways such as:
   - Javier está a mi izquierda. Danielle está a mi derecha.
   - El bolígrafo está en la mano izquierda.
   - El periódico está al lado del pie derecho.

2. After modeling several examples, allow two to three minutes for students to obtain the props they may want to use in their descriptions.

3. Learners then take turns performing their descriptions for the class.

Model a few examples while facing away from the class, to address the confusion that sometimes results when the speaker’s left is the observer’s right. Allow students to do the same during their presentations, to clarify left/right orientation.

Real-Life Learning
Community Map

Prepare Ahead:
• Mapmaking materials: collage paper, poster board, markers, colored pencils.

1. Generate, as a class, a list of known terms for building landmarks. Display the list on the board.

2. Divide the class into groups of three or four students.
3. After learners design and draw buildings that represent known terms, they should place these landmarks on a community map.

4. Assign each group one or two landmarks and offer guidelines for uniform size. Students should then discuss the colors, shapes, and features of their landmarks.

5. After students design and label their landmarks, they will decide (as a class) the placement of each landmark on the map. Conversations should include use of the terms:
   - izquierda
   - delante de
   - al lado de
   - derecha
   - detrás de

6. Once landmarks are in place, challenge each student to describe a landmark using known location terms.

Assessment

Directional Chain

1. Place a chair at the front of the classroom.

2. Give the following direction to a student (calling him by name), for example:
   - Alberto está parado al lado de la silla.

3. After the learner takes his place beside the chair, continue giving directions to each student. Use the following pattern to develop a chain of learners:
   - Emily está parada detrás de Alberto.

4. Once everyone is in place, call on volunteers to describe their positions using two of the following terms:
   - izquierda
   - delante de
   - al lado de
   - derecha
   - detrás de

This is an excellent opportunity to model mí by standing behind a student and saying: “Emily está delante de mí.” Do this with several students or objects until students have a solid grasp of the concept. Then, ask students to describe their positions.
Unit 1, Lesson 1, Part D
Journal Activity–My View

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the locations of people, animals, and objects in their home environments.

Learning For Life
My View

Have students use their journals to record observations about the locations of family members, pets, and objects in their homes.

Sample entry:
   Estoy sentado sobre mi cama y mi gato está a mi lado. Mi frazada está a la izquierda y mis almohadas están a la derecha. Mi perro está durmiendo delante de la cama. Mi madre va al supermercado y mis hermanos van al parque.
Grammar & Usage
Unit 1, Lesson 2

Grammar
The Imperative

Explain to students that the imperative mood is used to give commands or to make a request. 
**Vaya**, **siga**, and **doble** are the formal imperative forms of the verbs **ir**, **seguir**, and **doblarr**. Usually, these imperatives are used to give directions as to how to get to a destination.

- **Vaya** al café.
- **Vaya** hasta el museo y **doble** a la derecha.
- **Siga** derecho.
- **Siga** derecho hasta el parque.
- **Doble** a la izquierda, por favor.

Usage
Ordinal Numbers

Explain to students that the first group of numbers they learned—**uno**, **dos**, **tres**, and **cuatro**, for example—are called cardinal numbers. They are used for counting.

Ordinal numbers are used to denote the position of something (usually a noun) in a sequence. The first four ordinal numbers are:

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal (masculine/feminine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>uno</td>
<td>primer/primero/primera</td>
</tr>
<tr>
<td>dos</td>
<td>segundo/segunda</td>
</tr>
<tr>
<td>tres</td>
<td>tercer/tercero/tercera</td>
</tr>
<tr>
<td>cuatro</td>
<td>cuarto/cuarta</td>
</tr>
</tbody>
</table>

Explain that ordinal numbers are adjectives. They describe the position of a person, place, thing or idea within a given order. As such, they must agree with the noun they modify in terms of gender and number.

- La **primera persona** de la cola es alta.
- La **segunda persona** de la cola es rubia.
- El **tercer niño** de la cola lleva una camiseta azul.
- El **cuarto niño** de la cola lleva un sombrero.

Also, explain that **primero** and **tercer** become **primer** and **tercer** in front of masculine singular noun.

- El **tercer niño** de la cola lleva una camiseta azul.
- El **primer número** es tres.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Identify the ordinal terms **primero**, **segundo**, **tercero**, and **cuarto**.

• Use ordinal terms to describe people, objects, and numbers.

**Materials:**

- four sheets of paper

**Jump Start**

*Orderly Ordinals*

1. Write the following terms on the board:
   - primer/o/a
   - segund/o/a
   - tercero/o/a
   - cuarto/a

2. Divide the class into groups of 4 students.

3. Have the members of each group take turns standing behind each other as you ask the class:
   - ¿Quién es el/la ____ muchacho/-a de la cola?
   - Students should answer in complete sentences.

**Bloom’s Taxonomy:** Application

**Multiple Intelligences:** Bodily-Kinesthetic

**Extending the Text**

*Who’s First? What’s Second?*

**Prepare Ahead:**

- Four sheets of paper labeled **primero**, **segundo**, **tercero**, and **cuarto**.
- Small classroom objects that represent known terms (**un bolígrafo**, **un periódico**, **un libro**).

1. Display each sheet of paper as students read the ordinal term aloud.

2. Place pages on the floor at the front of the classroom, beside each other and in order.
3. Write the words *primero*, *segundo*, *tercero*, and *cuarto* on the board, above each page.

4. Write the words *quién* and *qué* on the board, above the ordinal numbers. Remind students that *quién* refers to people, and *qué* refers to objects.

5. Ask two volunteers to each stand on a page. Place one object each on the remaining two pages.

6. Direct students to answer questions such as the following:
   - ¿Quién es el primero?
   - ¿Quién es el segundo?
   - ¿Quién es el tercero?
   - ¿Quién es el cuarto?

7. Activity continues until everyone has answered a question and volunteered to stand on a page.

*Option: Students take turns asking ordinal-number questions.*

---

**Assessment**

**Number Sense**

1. Write a series of four-digit numbers on the board.

2. Have students take turns answering questions about the first, second, third, and fourth numerals in each number. For example:
   - ¿Cuál es el primer número?
   - ¿Cuál es el segundo número?

---

*Word of the Day: baño*
Unit 1, Lesson 2, Part B Directions and Location

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use imperative verb forms, directional terms, and ordinal numbers to direct others to a destination.
• Accurately restate directions given by peers.

Materials:
Photos of taxis, buses, and subways
Art materials

Skill Sharpener
Types of Travel

1. Display photos of taxis, buses, and subways.

2. Have students name each form of transportation.

3. Ask questions such as:
   ¿Cuál tiene más asientos?
   ¿Dónde te subes al autobús?
   ¿Dónde te bajas del subterráneo?
   ¿De qué color es este taxi?

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

Curriculum Connection
From Here to There

1. Divide the class into pairs of students.

2. Direct each group to write a script about two people giving and receiving directions.

3. Groups should also draw a basic map that shows beginning and ending landmarks, as well as the route that corresponds to their script.

4. Scripts should include:
   The opening line “Disculpe, ¿cómo voy a la ____?”
   A minimum of two directions.
   The closing line “De nada.”
Sample script:

Student 1: Disculpe, ¿cómo voy a la biblioteca?
Student 2: Tome el autobús hasta la tercera parada. Bájese del autobús y camine hasta a la segunda calle. La biblioteca está a la derecha.

Student 1: Gracias.
Student 2: De nada.

5. Have partners take turns practicing each role before performing their skit for the class. Each group should also display its map.

6. After all projects have been presented, collect scripts and maps for evaluation.

Assessment

How Do You Get to School?

1. Divide the class into pairs of students.

2. Direct partners to interview each other about their home-to-school routes.

3. After students take notes during their interview, they should write a set of directions (in sentence form) that begins and ends with:

   ____ está en la casa, pero va a la escuela.

   ____ está en la escuela.

4. Sentences should include:
   - mode(s) of transportation
   - landmarks
   - ordinal numbers
   - directional terms (doble a la izquierda, doble a la derecha, siga derecho)

5. Ask for several volunteers to read directions.

6. Collect papers and evaluate.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write, read, and speak dialogues with directional vocabulary.
• Use information from home interviews to describe directions.

Classroom Community

In-Class Activity—Scenario Skits

1. Divide the class into small groups of students.

2. Each group will write and perform a skit about a scenario that involves transportation, ordinal numbers, landmarks, directional terms, or other concepts learned in Lessons 1 and 2.

Sample scenarios:
   The bus driver has forgotten the way! Your group must direct her to the school by telling her the route to drive.

   Your group has just arrived at the seats that are listed on your concert tickets, but another group is already sitting there.

   You are a group of celebrities riding in a taxi, on your way to a ceremony that is being held in your honor. When you realize that the taxi driver is lost, you must direct him to your destination.

   While you are standing in line, others keep cutting in and changing your position from first to second, second to third, and so on.

   While you are working at a grocery store, people keep coming up to you to ask where certain products are located.
Community Connection

Out-of-Class Activity—Routine Interviews

1. Direct students to interview two family members about a routine trip. Examples include:
   - the commute to and from work
   - errand-running
   - traveling to and from school
Learners should include questions about directions, landmarks, and modes of transportation.

2. Students should then use their interview notes to write a report.

3. Collect reports after students present their interviews to the class.
Unit 1, Lesson 2, Part D
International Cultural Activity–Subway Scramble

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss the layout of a city, using information obtained from maps of international subways.

Connecting to Culture
Subway Scramble

1. Assign each student the name of an international city whose subway system map they must find.

*Color prints of maps should be used, if possible.*

2. After introducing new terms as necessary, have learners answer questions, such as the following:
   ¿En qué país está este subterráneo?
   ¿En qué ciudad está este subterráneo?
   ¿Cuál es la línea más larga?
   ¿Cuál es la línea más corta?
   ¿Cuál es la línea que tiene más paradas?
   ¿Cuál es la línea que tiene menos paradas?

3. Students should then list landmarks and circle them on the map. Sites may include:
   la biblioteca  el banco
   el café   el hotel
   el estadio   el teatro

4. Have each student pair up with a peer after selecting one subway station as a starting point.

5. Partners should then ask each other questions such as:
   ¿Cómo vas a la biblioteca?
   ¿Cómo vas al banco?
   When responding, students should explain which subway lines to take to get to that destination.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Unit 1, Lesson 2, Part E
Journal Activity—How Do I Get There?

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Write about different modes of transportation and explain when they are useful.

Being Creative
How Do I Get There?

Students should write two sentences each about situations in which they would use the following types of transportation:
un taxi
un carro
el subterráneo
una bicicleta
un autobús
Grammar & Usage
Unit 1, Lesson 3

Usage
_Telling Time_

Remind students of these rules for stating the time of day according to the clock:

Use **son las** or **es la** to say the time when it is exactly the top of the hour.
- Son **las dos**.
- Son **las nueve**.
- Es **la una**.

Use **y media** or **y treinta** to say that it is half past the hour.
- El autobús sale a **las seis y media** de la tarde.
- Llega a horario, a **las nueve y treinta**.

Use **y cuarto** or **menos cuarto** to say that it is one-quarter past or before the hour.
- Son **las cinco y cuarto**.
- Son **las dos menos cuarto**.

When time must be expressed in minutes, state the hour first, followed by **y**, and then the number of minutes after the hour.
- El tren sale a **la una y treinta**.
- Mi tren sale a **las ocho y treinta y siete**.

To more clearly express a period of time, learners may add a time-of-day prepositional phrase to denote whether the time is in the morning, afternoon, or night (before midnight).
- **las dos y media de la mañana**
- **las siete y quince de la tarde**
- **las ocho y veinticinco de la noche**

Usage
_The Twenty-Four-Hour Clock System_

Explain to students the 24-hour clock system used to state the time of day in some Latin American countries. In this four-digit sequence the first two digits represent the hour of the day and the last two digits represent the minutes of that hour. Hours are numbered beginning with 0000 hours (midnight). Hours go up to 2300 hours (11:00 at night, or 11:00 p.m.). The two-digit hour is followed by the number of minutes past the hour. The written format may vary from country to country, but the general structure is as such:
- **las dos y media de la mañana** = 02:30 or 02.30
- **las siete y quince de la tarde** = 19:15 or 19.15
- **las ocho y veinticinco de la noche** = 20:25 or 20.25
Unit 1, Lesson 3, Part A
Telling Time

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use correct terms for time on the hour.
• Connect activities to appropriate hours of the day.

Materials:
  Wrist watch
  World map with time zones clearly displayed

Quick Start Review
What Time Is It?

Prepare Ahead:
• Analog clock with movable clock hands.
• Wrist watch.

1. Set the clock hands to various times on the hour. Call on volunteers to tell the time.

2. Point to a clock and a wrist watch, and ask students to identify each of these objects.

Real-Life Learning
Timetable

Prepare Ahead:
• World map with time zones clearly displayed.

1. Direct students to prepare a personal, daily timetable by listing eight activities and their corresponding times, beginning and ending with the sentences:
   Me despierto a las ____.
   Me acuesto a las ____.

   All entries should fall on the hour and include a notation for morning, afternoon, or evening.
2. Students will then choose a city outside of the United States and, using time zone data from the world map, write a timetable that compares activities and times with the information from Step 1. For example:
   Me despierto a las seis de la mañana en Denver.
   En Roma son las dos de la tarde. Las personas están almorzando.
   Desayuno a las seis de la mañana en Denver. En Beijing son las ocho de la tarde y los niños estudian.

3. As students take turns reading their timetables to the class, they should point out their cities on the map.

   Times may be written as numerals or words.

Assessment

Round-the-Clock Round Robin

1. Start the round-robin exercise by asking one student a question such as, “¿Qué haces a las 6:00 de la tarde?”

2. After the student answers (“Ceno a las 6:00 de la tarde.”), she will then ask a peer about another time of day.

3. Activity continues until everyone has had a turn asking and answering a question.
Unit 1, Lesson 3, Part B
Arriving and Departing

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss travel details with a peer.
• Describe events on a travel timeline.

Materials:
Analog clock (real or prop)
Copies of travel scenario (see Step 2, Assessment activity), one for each student

Skill Builder
Increments of Time

Prepare Ahead:
• Analog clock (real or prop).

1. Set the clock hands to various times and call on volunteers to tell the time by:
   beginning with times on the hour
   continuing with times on the half-hour
   ending with times on the quarter-hour

2. To generate designations for morning, afternoon, and evening, set the clock hands to 6:30
   and say, “Yo desayuno.” Students should respond with “Usted desayuna a las 6:30 de
   la mañana.” Continue with additional times and task-related statements, while students
   respond with appropriate a.m. or p.m. descriptions.

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

Learning for Life
Traveling Abroad

1. Generate, as a class, an arrival and departure schedule for an airport or train station.
   For example:
   Arrivals  Departures
   Rome–08:00  Paris–09:37 a.m.  Moscow–11:02  New York–12:46

2. Divide the class into pairs of students.
3. Each group will write a script for a dialogue about traveling, and should include:
   - arrival and departure times
   - modes of transportation
   - terms for travel necessities:
     - a horario  número de asiento
     - retraso  maleta
     - esperando  hotel
     - pasaporte  boleto

4. After groups perform their dialogues, collect scripts and evaluate.

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

Assessment

_In a Hurry_

Prepare Ahead:
- Copies of travel scenario (see Step 2), one per student.

1. Divide the class into groups of 4 students; distribute a scenario to each member.

2. Read the following scenario aloud as students follow along:

   Estás en París y vas a Roma en el tren de las 8:01 de la mañana. Este tren debe llegar a Roma a las 17:35 de la tarde. Te despertaste a las 7:00 de la mañana. Toma veinte minutos en autobús para ir a la estación desde la casa; ese autobús sale a las 7:32 de la mañana.

3. Direct each group to create a timeline of events from 07:00 to 17:35. For each time listed, learners should include where they are, what they are doing, or why they are doing something.

   The beginning of a timeline may look like the following:

   7:00 – Me despierto.
   7:01 – Me lavo la cara y me cepillo los dientes en el baño.
   7:05 – Estoy en la cocina porque estoy desayunando.
   7:10 – Necesito mi maleta, boleto y pasaporte del dormitorio.
   7:15 – Corro a la parada de autobús.

4. After groups present their timelines to the class, collect papers and evaluate.

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

Word of the Day: hora
Unit 1, Lesson 3, Part C
Travel and Distance

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
- Use numbers appropriately in sentences that describe travel and cost.
- Use known terms to describe the illustrations of a travel story.

Materials:
- Art materials

Quick Start Review
Number Recognition

Prepare Ahead:
- Selected Lesson photos from this Lesson and previous Units.

1. List 10 numerals ranging from 70–99 on the board.

2. Have each student write a travel- or cost-related sentence that uses one of these numerals. For example:
   - Estoy esperando el vuelo 74.
   - El número de mi asiento es 82.
   - Roma está a 70 kilómetros.
   - Mi cámara cuesta 98 dólares.

3. Learners should recite their sentences aloud to the class.

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

Curriculum Connection
Traveling Travelogues

Prepare Ahead:
- Art materials.

1. Divide the class into groups of four students.

2. Each group member should draw a wordless comic strip (minimum six panels) that illustrates an airplane or a train trip.
3. Students should then write a description of their illustrations on a separate sheet of paper.

4. Have each learner pass his comic strip to the peer seated on his left.

5. Direct students to write sentences (below their own descriptions) describing their peer’s illustrations.

6. Comic strips are again passed to the left, as students repeat Step 5.

7. Activity continues until students once again have their own comic strips.

8. Each student takes a turn describing his comic strip to his small group, as you circulate around the room and listen to the stories.

*Illustrations and students’ descriptions will be used for the following Assessment activity.*

**Assessment**

*Travelogue Interpretations*

**Prepare Ahead:**

- Use students’ comic strip illustrations and descriptions from the previous *Curriculum Connection* activity.

1. Each student should display and describe her comic strip to the class. After she is finished, her group mates from the previous activity should share their descriptions of her drawings with the class.

2. After everyone has had a turn, lead a brief discussion about similarities and differences in the interpretation of art.

3. Collect comic strips and descriptions for evaluation.

*Word of the Day:* kilómetros
Unit 1, Lesson 3, Part D
Journal Activity–Traveling

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about pleasant travel experiences.

Being Creative
*Traveling*

Have students write in their journals about the ways they enjoy traveling. Topics may include visits with relatives, everyday travels, or long-distance scenarios.
Grammar & Usage
Unit 1, Lesson 4

Grammar

Future Tense

Before discussing the future tense, review with students the following present tense forms of ir:
- yo voy
- nosotros vamos
- tú vas
- ellos/ellas/ustedes van
- él/ella/usted va

Explain to students that the future tense is used to indicate an action that has not yet happened. One way of expressing a future action is by using a form of ir + a + an infinitive.
- Mañana voy a estudiar.
- Voy a almorzar.
- Ella va a leer.
- Ellos van a cenar.

Grammar

Impersonal Construction

Explain to learners that the third person singular form of estar and hacer is most often used to describe the weather and related conditions. While there are exceptions and some instances of overlap, in general hace is used to state how the weather is and está describes what the weather is doing.

- Hoy hace sol en las montañas.
- En Roma hace calor en el verano.

- Está nevando.
- Está nublado porque está lloviendo.

- ¿Qué tiempo hace?
- Hace frío. Está nevando.

Note that this type of impersonal construction does not specifically indicate a subject.
Unit 1, Lesson 4, Part A
Weather Today

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the terms **puede** and **no puede** appropriately when answering questions.
• Combine knowledge of weather and environmental vocabulary to describe current weather conditions.

**Materials:**
- Art materials
- Wall map of the world

**Jump Start**
*What Can You Do?*

1. Ask questions such as:
   - ¿Puedes cocinar?
   - ¿Puedes jugar al fútbol?
   - ¿Puedes manejar un carro?

2. Students should answer in complete sentences, using **puedo** or **no puedo**.

**Engage and Explore**
*Today’s Weather Report*

**Prepare Ahead:**
- Art materials.
- Wall map of the world.

1. Divide the class into groups of four or five students.

2. Each group should prepare a mock TV weather report about current weather conditions in various international cities and areas such as mountains, lakes, and beaches. Students should choose places that allow them to use most of the vocabulary from this Lesson, including the terms **calor** and **frío**.
3. Inform students that this activity is the first of a two-part assignment. Groups should only report on current weather conditions and save other information for a subsequent Lesson, when they will report on future weather conditions.

4. One student from each group will be the newsroom anchor; the others will be correspondents reporting from outside locations.

5. Encourage the use of maps with graphics for the following weather conditions:
   - hace calor  está nublado
   - hace frío  está lloviendo
   - hace sol  está nevando

6. Have each group take turns reporting to the class.

Assessment

Environmental Scenarios

1. Write the following words on the board:
   - la playa
   - el lago
   - las montañas
   - el bosque
   - la lluvia
   - lloviendo
   - la nieve
   - nublado
   - el tiempo

2. Have students write a three-paragraph scenario using all of the listed words. Learners might describe a favorite day or an imaginary situation involving the above locales and weather conditions.

3. Collect papers and evaluate for overall quality and appropriate use of new vocabulary.
Unit 1, Lesson 4, Part B
Weather Tomorrow

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Combine knowledge of weather and environmental vocabulary to describe future weather conditions.

Materials:
  Art materials
  Wall map of the world

Engage and Explore
Tomorrow’s Weather Report

Prepare Ahead:
• Art materials.
• Wall map of the world.

1. Students should work with the same weather-reporting groups and locations as in the previous Lesson.

2. Groups will prepare an expanded version of their TV weather reports with additional forecasts for *esta noche*, *mañana*, and *esta semana*.

3. As in the earlier Lesson, each group will designate one student as the anchor reporter; the others will be field correspondents.

4. Groups should present their reports to the class.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Classroom Community

What Is Everyone Doing?

1. Direct each student to interview two peers about their plans for the weekend.

2. Learners should write a minimum of three sentences about each peer.

3. Advise students to also include three sentences about their own weekend plans.

4. Remind students to use the future tense when writing their descriptions, for example:

   Eric va a jugar al fútbol el sábado por la tarde. El domingo por la tarde él va a mirar una película. El domingo por la noche Eric va a cenar con su familia.

5. After several volunteers read their interviews, collect papers and evaluate.

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

Word of the Day:
hace
Unit 1, Lesson 4, Part C
Latin American Cultural Activity–Visiting a Latin American City

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss travel to Latin American cities.

Materials:
Art materials
Maps of Central and South America

Connecting to Culture
Visiting a Latin American City

1. Display the maps of Central and South America.

2. Generate, as a class, a list of the major Central and South American cities. Take this opportunity to introduce the names of cities that may be unknown to learners.

3. Each student will then design a personal travel journal, selecting destinations from the class list of cities.

4. Learners should choose four different destinations and write about:
   the order in which they will visit cities
   the way they will travel (by train, subway, car, taxi, bus, or airplane)
   the time differences between cities

5. After students present their travel journals to the class, lead a brief discussion about travel in Central and South America.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Unit 1, Lesson 4, Part D
Review

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Identify known terms in magazines.
- Use known terms to write about home and community events.

Materials:
- Spanish-language magazines (one per student)
- Colored markers

Classroom Community
In-Class Activity—Marvelous Magazines

Prepare Ahead:
- Magazines (one per student).
- Colored markers.

1. Distribute magazines.
2. Have learners scan their magazines for known terms (minimum 15) and use colored markers to highlight these words, phrases, and sentences.
3. Call on several volunteers to read their highlighted terms in the context of the phrase, sentence, or paragraph in which they appear.
4. In preparation for the take-home activity, students should write 10 of their highlighted terms on a separate sheet of paper for use as a reference.

Community Connection
Out-of-Class Activity—Community News

1. Have students take home their reference sheets from the previous activity.
2. Learners should use the terms on their reference sheets to write two paragraphs about activities and events that take place at home, with family, with friends, or in the community.
3. Direct students to bring their articles to class and share them with the group.
4. Collect papers for evaluation.
Unit 1, Lesson 5, Part A
Focused Activity—Listen Up

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify known terms in the context of a story.

Extra Help
Listen Up

Prepare Ahead:
• Copies of script Versions 1 and 2 (see facing page), enough for each student.

1. Distribute Version 1 scripts.
2. Read the story aloud as students follow along by reading silently.
4. Read the story again as students fill in the blanks.
5. Redistribute Version 1 scripts for students to check their work.
6. Read the story aloud as a group.
Version 1 Script:

Version 2 Script:
Hoy es ____ y Mariana toma el autobús. Ella está ____ en la parada con un paraguas, esperando el _____. Ella tiene ____ corto negro y lleva un suéter rojo porque tiene ____. El autobús llega con retraso por la _____. El autobús está en la parada y es ____ y blanco. Las personas suben y ____ del autobús. Mariana está en el autobús y está ____ un sándwich. El sándwich cuesta ____ dólares. Mariana ____ a la escuela y tiene sus ____. Ella estudia ____. Mariana está sentada al lado de un hombre que lleva un ____ amarillo y detrás de una mujer joven con pantalones azules y una camiseta ____. El hombre tiene 55 años, ____ la mujer joven tiene ____ años. ____ van al aeropuerto. Él ____ en el aeropuerto y ella va a China. Sus padres son de ____ y ella estudia chino.
Unit 1, Lesson 5, Part B
Focused Activity–Reading a Newspaper

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify known words, phrases, and sentences in newspapers.

Extra Help
Reading a Newspaper

Prepare Ahead:
• Spanish-language newspapers (one copy per student).
• Colored markers.

1. Distribute newspapers.

2. Direct students to scan their newspapers (including advertisements) to find known words, phrases, and sentences. Learners should then highlight these terms with colored markers.

3. Have students take turns reading their highlighted words, phrases, and sentences in the context of which they appear.

Optional activity: Students may cut out highlighted terms and create a collage.
Unit 1, Lesson 5, Part C
Focused Activity–Speaking in Rounds

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Ask and answer questions in a small-group setting.

Extra Help
Speaking in Rounds

1. Divide the class into groups of three students, and instruct learners to ask each other some of the questions you have listed on the board (these can be taken from the Course Content). For example:
   ¿Adónde vas?
   ¿De dónde eres?
   ¿Adónde quieres ir?
   ¿Dónde está el baño?
   ¿Quieres este asiento?

2. On the other side of the board, write possible answers for students to choose.

3. Students should focus on one question at a time until they feel comfortable asking and answering it. Learners can then move on to the next question.
Unit 2

Past and Future

Grammar & Usage: The Preterite Tense, Stating Age ............. 47
Lesson 1a: Past and Future Tenses .................................. 48
Lesson 1b: Giving ...................................................... 50
Lesson 1c: Letter Writing ............................................. 52
Lesson 1d: Journal Activity–Goals ................................. 54
Grammar & Usage: Asking for Repetition, 
Using Para with an Infinitive ...................................... 55
Lesson 2a: School Subjects ........................................... 56
Lesson 2b: Meaning and Understanding ......................... 58
Lesson 2c: Past Tense .................................................. 60
Lesson 2d: Review ...................................................... 62
Lesson 2e: Journal Activity–Subjects of Discussion .......... 63
Grammar & Usage: Punctuation, The Imperfect Tense ...... 64
Lesson 3a: The Past Imperfect .................................... 66
Lesson 3b: When and Was ............................................. 68
Lesson 3c: International Cultural Activity–Haiku ............. 70
Lesson 3d: Work Roles ................................................. 72
Lesson 3e: Journal Activity–Going to College ............... 74
Grammar & Usage: Direct Object Pronouns, Using Más ..... 75
Lesson 4a: The Imperfect and Preterite Tenses ............. 76
Lesson 4b: Manners .................................................... 78
Lesson 4c: Review ...................................................... 80
Lesson 4d: Latin American Cultural Activity–Muralismo .... 82
Lesson 4e: Journal Activity–Before and After ............... 83
Lesson 5a: Enrichment Activity–Treasure Hunt ............. 84
Lesson 5b: Focused Activity–Reading All Together .......... 85
Lesson 5c: Focused Activity–Writing Around the World .... 86
Lesson 5d: Focused Activity–Grammar and Travel Chat .... 87
Unit 2: Past and Future

Introduction to Unit 2

As new Spanish speakers, your students will cross over a major plateau in Unit 2 as they learn to communicate in both the past tense, which was encountered briefly at the end of Unit 1, and the future tense. These give learners a foundation from which to describe events and plans in greater detail and with more nuances than ever before. In addition to these new tenses, Lessons revolve around letter writing, giving and receiving, school and workplace environments, and time management. Manners and social pleasantries emerge in dialogues and Lesson activities, and there will be more “ah-ha!” moments as your students begin to grasp more complex subtleties of the Spanish language.

Teaching Unit 2

By this time, you will likely be noticing that your students are exhibiting more poise and assertiveness as they communicate with you and fellow classmates. Their vocabulary and range of verb tenses are now sufficient to carry on meaningful dialogue with Spanish speakers outside of the classroom as well. You should encourage students to strike up conversations with waiters, fellow sports enthusiasts, and people they meet in social settings. Every opportunity to practice their new language in real settings is going to work wonders at building their confidence and moving them toward someday being a fluent Spanish speaker.

Lesson 1a: Past and Future Tenses

This Lesson introduces the future tense and provides practice with the past tense by focusing on ayer, hoy, and mañana. In writing and speaking exercises, students will be challenged to describe their future and past activities.

Lesson 1b: Giving

Today, your students will take part in a hands-on activity in which they physically give and receive objects and describe in Spanish what they are doing and have just done. This will get your students up and moving and will ensure that everyone participates.

Lesson 1c: Letter Writing

Be sure to prepare ahead for this class by bringing a blank envelope for each student. After you introduce the class to the basics of letter writing and relevant Spanish vocabulary, students will write consumer letters. At the end of the class, they will evaluate letters written by their peers.

Lesson 1d: Journal Activity—Goals

This Activity is two-fold: students will have the opportunity to reflect on their personal goals and then will write about them in three tenses.

Lesson 2a: School Subjects

In today’s busy world, being able to manage one’s time effectively is a must. During this Lesson, while your students create a mini-version of a personal planner, they will be practicing vocabulary related to subjects they study in school and past, present, and future activities they have planned.

Lesson 2b: Meaning and Understanding

Signs are excellent tools to use when teaching meaning and understanding. This Lesson allows students’ creativity to have free rein as they design signs with unique meanings. A class competition adds excitement to the design challenge.

Lesson 2c: Past Tense

Today’s Lesson is bound to draw out even the most shy members of your class as student groups create stories round-robin style, adding more and more details to the plot with each rotation. This activity encourages group collaboration and provides more practice with past tense.

Lesson 2d: Review

Personal letters are generally chock full of statements and questions in past, present, and future tenses. Letters that students write in class today will contain a variety of tenses, as well as questions posed to the letter recipients. This assignment will carry over to the students’ homes, where they will conduct interviews.

Lesson 2e: Journal Activity—Subjects of Discussion

In their journals, students will have the opportunity to step out of your language-learning classroom and write about what intrigues them in another teacher’s subject area.
Lesson 3a: The Past Imperfect
Today your class will describe actions, perform pantomimes, and do other exercises that will help them contrast past and present activities.

Lesson 3b: When and Was
The passage of time changes all, and in this Lesson your students will be challenged to write and speak about past and current states of being.

Lesson 3c: International Cultural Activity–Haiku
Spend enjoyable class preparation time finding examples of haiku to read aloud to your students, then encourage their imaginations to soar as they write their own haiku in Spanish.

Lesson 3d: Work Roles
In this Lesson students will get extensive vocabulary practice as they play a question-and-answer game about stores and shopping.

Lesson 3e: Journal Activity–Going to College
This two-fold Journal Activity combines a writing exercise with Internet research as students explore institutions of higher education.

Lesson 4a: The Imperfect and Preterite Tenses
Chanting and clapping in unison to a rhythmic beat should help your students focus on the nuances of sentences containing verbs in past tense forms.

Lesson 4b: Manners
Your students will certainly encounter real-life Spanish-language situations that demand courteous queries and responses. Activities today focus on social phrases that may occur in settings including restaurants, stores, or homes.

Lesson 4c: Review
As students create find-a-word puzzles in Spanish, they exercise their command of spelling and definitions and have fun coming up with clues that may stomp their peers.

Lesson 4d: Latin American Cultural Activity–Muralismo
History and art go hand in hand today as your students learn and write about the Muralismo art movement in Latin America.

Lesson 4e: Journal Activity–Before and After
Self-reflection sets the stage as students focus on personal changes over the past year and write about them using verbs in present and past imperfect forms.

Lesson 5a: Enrichment Activity–Treasure Hunt
In this activity, designed to provide an enhanced learning opportunity, students will plan and implement a treasure hunt, in the classroom or throughout the school. They will create clues and a map to lead fellow students to the location of a prize.

Lesson 5b: Focused Activity–Reading All Together
As they view photos of people doing a variety of activities, students needing extra reading practice will participate in choral reading and individual reading aloud.

Lesson 5c: Focused Activity–Writing Around the World
With a world map to focus on, students will write letters that describe travelling to various places and performing daily and unusual actions. This exercise will challenge students in the use of various tenses.

Lesson 5d: Focused Activity–Grammar and Travel Chat
This highly interactive and communicative activity will reinforce the use of different verbal tenses and the vocabulary presented thus far. Students will be able to ask and answer questions regarding travel activities, weather, appropriate clothing.
Grammar & Usage
Unit 2, Lesson 1

Grammar
The Preterite Tense
Introduce the preterite verb tense to the class. It is a simple past tense that is used to report what happened in the past. For regular ar, er, and ir verbs, drop the ar, er, and ir respectively and add the appropriate ending.

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Yo vendí un periódico.
¿Compraste tú un libro?
Ella compró un libro.
Él comió un chocolate.

Usage
Stating Age
Discuss the practice of stating ages with the class. A form of the verb tener is used in this format:

- tener + the number + año(s).
- Tengo diez años.
- Tengo cinco años.
- Ella tiene un año.
- Tiene nueve años.
Unit 2, Lesson 1, Part A
Past and Future Tenses

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the past and future tenses when describing their personal schedules.
• Discuss images using correct sentence forms and various verb tenses.

Materials:
Lesson and magazine photos that depict past, present, and future actions

Skill Sharpener
Yesterday, Today, and Tomorrow

Prepare Ahead:
• Lesson and magazine photos that depict past, present, and future actions.

1. Write the terms ayer, hoy, and mañana on the board.

2. Display Lesson and magazine photos. Call on students to describe the action depicted in each photo, while pointing to one of the words written on the board. For example, students might answer:
   La niña está nadando hoy.
   La niña nadó ayer.
   La niña va a nadar mañana.

3. Students will repeat the exercise using these verbs:
   comprar  manejear  cocinar
   correr    jugar    beber
   comer     leer     caminar
   vender    dormir

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Curriculum Connection

What Am I Doing and When?

1. Have students write one sentence each (three sentences total) about what they did yesterday, what they are doing today, and what they are going to do tomorrow. For example:
   Ayer compré carne y verduras.
   Hoy, preparo la cena.
   Mañana voy a correr en el parque.

2. Call on volunteers to share their sentences with the class. After each sentence is read, ask a peer to restate the information. For example:
   Student 1: Mañana voy a ir al museo.
   Student 2: Mañana Sara va a ir al museo.

3. Divide the class into pairs of learners, with partners taking turns making statements in the first person and restating the information in the second person.

4. For additional practice, call on learners to tell the class about their partner’s schedule.

Assessment

Conjugation

1. Read the following words aloud as students write them in their journals:
   comprar  manejar  cocinar
   correr  jugar  beber
   comer  leer  caminar
   vender  dormir

2. Ask students to select five words and use them in sentences with past and future forms. Advise students that you will be assessing their use of person, number, tense, and vocabulary.
Unit 2, Lesson 1, Part B
Giving

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Describe actions using past and present forms of dar.
• Collaborate with others in a hands-on exercise that requires input from and action by all participants.

Materials:
Lesson or magazine photos showing people in the act of giving

Focus and Motivate
The Act of Giving

Prepare Ahead:
• Lesson or magazine photos showing people in the act of giving.

1. Display photos.

2. Call on students to describe the actions in the photos. Examples might include:
   El hombre le da joyas a su esposa.
   Él le dio un libro a la alumna.

3. Continue until all students have discussed at least one photograph.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Visual-Spatial
Extending the Text

Give and Be Given

1. Instruct students to select a classroom object that represents a known vocabulary term (un bolígrafo, un libro, una manzana, un paraguas, un sobre).

2. Divide the class into groups of two or three learners, and instruct them to stand side by side in a line, with their objects in hand.

3. Starting with the first in line, students should state what object they are holding, then hand it to the person next to them. The dialogue should follow this pattern, emphasizing dar in present and past tense:
   - Juanita: Tengo un libro. Le doy mi libro a Tomás.
   - Tomás: Juanita me dio su libro. Tengo un bolígrafo. Le doy mi bolígrafo a Laura.
   - Laura: Tomás me dio su bolígrafo. Tengo un cuaderno. Le doy mi cuaderno a Carolina.

4. Activity continues until everyone has had a turn.

Bloom’s Taxonomy: Application

Multiple Intelligences: Bodily-Kinesthetic
Unit 2, Lesson 1, Part C
Letter Writing

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use Lesson vocabulary when writing personal and business letters.
• Use their knowledge of letter-writing principles to evaluate another student’s writing.

Materials:
Envelopes

Jump Start
Quick Vocabulary Review

1. Label three columns on the board with the following category headings:
   - Escribiendo Cartas
   - Llevando Ropa
   - Almorzando

2. Assign a student to stand by the board.

3. Have one student call out a known word that relates to a category (estampillas, jeans, arroz).

4. The standing student will then write this word on the board beneath the appropriate column, then hand the chalk to the student who called out the word.

5. Repeat until all students have had a turn.

Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic
Real-Life Learning
Writing a Consumer Letter

1. Lead a classroom discussion about the art of writing a traditional letter. Identify the parts of a letter (including salutations and closings), format, content, and the proper way to address an envelope. Talk about the difference between personal and consumer (business) correspondence.

2. Students should write a consumer letter to a company or store, commending or lodging a complaint about a product or service. Offer students the option of writing their letters to real or imaginary companies or stores.

3. Instruct students to address an envelope and insert their letter.

4. Collect envelopes and use them for the Assessment activity below.

Assessment
Letter Perfect

Prepare Ahead:
• A standard procedure (or worksheet; one per student) for recording comments and corrections.

1. Have each learner select one envelope from those collected during the previous Real-Life Learning activity.

2. Instruct students to open their envelope and evaluate the letter inside. Advise students to check the letter for correct spelling and grammar, use of vocabulary, and format.

3. Students should also check to see how well the envelope was addressed.

You will most likely want to monitor the students as they work on this part of the Lesson, perhaps by circulating around the room or calling on students occasionally for feedback as to what types of issues they are finding.

4. Collect papers and assess the letter-writers’ and evaluators’ work.
Unit 2, Lesson 1, Part D
Journal Activity–Goals

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about their previous, current, and future goals.

Skill Sharpener
Goals

1. Have students create three columns in their journals with the following titles:
   Ayer
   Hoy
   Mañana

2. Learners should then write (in complete sentences) their previous goals in the Ayer column, current goals in the Hoy column, and future goals in the Mañana column. Remind students to use the appropriate past, present, and future verb tenses and correct gender and number agreement in their sentences.
Grammar & Usage
Unit 2, Lesson 2

Grammar

Asking for Repetition

Discuss with students the fact that language learners are often hesitant to ask speakers to repeat what they have said. They may think the speaker will be annoyed, but in actuality, that person may welcome the request. Explain that knowing how to phrase such requests will give them confidence in real-life situations.

Introduce these dialogues and the vocabulary within that use polite requests:

Student 1: Disculpe, ¿qué hora es?
Student 2: Son las once.
Student 1: No le entendí. ¿Puede repetirlo por favor?
Student 2: Son las once.
Student 1: Gracias.
Student 2: De nada.

Student 1: ¿Quisiera usted leche o jugo de naranja?
Student 2: No le entendí. ¿Puede repetirlo por favor?
Student 1: ¿Quisiera usted leche o jugo de naranja?
Student 2: Me gustaría jugo de naranja, por favor.

Student 1: Cómo se llama usted?
Student 2: No le entendí. ¿Puede repetirlo?
Student 1: Cómo se llama usted?
Student 2: Me llamo Roberto.

Usage

Using Para + an Infinitive

Explain to learners that the infinitive form of a verb can often be used after the preposition para.

¿Puedo tomar este autobús para ir al museo?
Ella quiere algo para comer.
Él le da algo para beber a ella.
Unit 2, Lesson 2, Part A
School Subjects

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss their past, present, and future activities using proper verb forms.
• Discuss images using correct sentence forms and various verb tenses.

Materials:
- Magazines
- Art materials
- Double-sided tape
- Students’ school planners

Note: In order to facilitate discussion about daily schedules, this may be a good time to introduce the word clase to students.

Jump Start
School Time

1. Call on students to answer questions about their academic courses and school activities (past, present, and future). For example:
   ¿A qué hora fuiste a matemáticas ayer?
   ¿Cuántas horas estás en la escuela hoy?
   ¿Adónde vas en dos horas?
   ¿Qué vas a hacer esta tarde?
   ¿Qué vas a estudiar en ciencia mañana?

2. Briefly discuss the concept of time management and the value of using a personal planner to stay organized.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Learning For Life

Time Management

Prepare Ahead:
• Magazines.
• Art materials, double-sided tape.
• Students’ school planners.

1. Direct learners to use magazine photos or their own drawings to create reminder stickers for school-related activities. Advise students to make stickers small enough to fit on the grids of their school planners.

2. Have students place stickers in their planners on appropriate days; they should include past, present, and future activities.

3. Divide the class into pairs of learners and have them trade planners. Partners should ask each other questions about what their stickers mean (focusing on the verb significa) and about the activities highlighted in their planners. For example:
   Student 1: ¿Qué significa esto?
   Student 2: Esto significa que tengo historia la semana que viene.
   Student 1: ¿Qué vas a hacer en historia la semana que viene?
   Student 2: La próxima semana voy a estudiar la historia de China.
   Student 1: ¿Fuiste al partido el viernes por la noche?
   Student 2: No, fui al teatro.

Assessment

My Plans

1. Have students refer to their planners and write three to four sentences in response to these questions:
   What did I do yesterday?
   What am I doing today?
   What am I going to do tomorrow?

2. Collect sentences and evaluate for content.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Design symbols that convey messages.
• Work cooperatively to interpret and describe signs and symbols.

**Materials:**

Photos or illustrations of common signs (parada de autobús, hospital, baño)
Construction paper

**Focus and Motivate**

*Meaning and Understanding*

**Prepare Ahead:**

• Photos or illustrations of common signs (parada de autobús, hospital, baño).

1. Display signs and ask questions focusing on their meaning, such as:
   
   ¿Entiendes esta señal?
   ¿Qué significa esta señal?

2. Occasionally, ask students to repeat their answers to stress the idea of stating something more than once to reinforce understanding.

3. For additional practice in the use of the third person, call on students to answer questions such as “¿Entiende Melinda qué significa esta señal?”

**Bloom’s Taxonomy:** Analysis

**Multiple Intelligences:** Visual-Spatial
Being Creative

*What’s Your Sign?*

1. After distributing construction paper, challenge students to create signs without words. Encourage the class to be as creative as possible, while keeping in mind that learners will be explaining the meaning of their signs to their peers in Spanish. For example, a sign with a picture of a horse in a circle with a diagonal line drawn across it could indicate that the person does not like horses or that no horses are allowed.

2. Divide the class into two or three teams of students. Each team will take turns trying to guess the meaning of another team’s signs. For example, a student from Team A should stand up, show his sign to Team B, and ask, “¿Entienden qué significa esta señal?” Team B members will collaborate to arrive at one group answer. If their answer is correct, they receive a point; if not, Team A gets the point.

3. The activity continues until all have had a turn and a winning team is declared.

**Bloom’s Taxonomy:** Synthesis

**Multiple Intelligences:** Logical-Mathematical

Assessment

*Describing Signs*

1. Students should write four sentences, each describing a different sign seen in the previous Being Creative activity. Have learners describe what the signs look like as well as what they mean.

2. Collect sentences and evaluate for content.

**Bloom’s Taxonomy:** Application

**Multiple Intelligences:** Verbal-Linguistic
Unit 2, Lesson 2, Part C
Past Tense

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Speak extemporaneously using one word as a prompt.
• Collaborate to create stories using known words of their choosing.

**Materials:**
- Lesson vocabulary words on slips of paper
- Container
- List of sentences that contain the words

**Skill Builder**
*Sentences in Motion*

**Prepare Ahead:**
- Lesson vocabulary words on slips of paper placed in the container.
- List of sentences that contain the words.

1. After each student selects a slip of paper, read one sentence at a time from the prepared list.

2. Students should raise their hands each time they hear their word. After you finish reading each original sentence, call on students to use their word in a new sentence.

★ ★ ★ ★ ★ Bloom’s Taxonomy: Knowledge
Multiple Intelligences: Bodily-Kinesthetic

**Being Creative**
*Group Stories*

1. Divide the class into groups of four or five students.

2. Each group should write a story using the past tense and known vocabulary in the following way:
   Using one sheet of paper per group, the first student writes a phrase or sentence. She then passes the paper to the next student, who continues the story by writing a second phrase or sentence that relates to the first. For example:
   
   Student 1 writes: Ayer fui a la tienda.
   Student 2: Compré...
   Student 3: quince manzanas. Después...
   Student 4: fui a la escuela.
   Student 5: Estudié historia y...
   
   Activity continues with each group member adding to the story until it is complete.
3. Groups should review their stories by checking them for continuity and correct use of vocabulary and grammar.

4. Representatives of each group will then take turns reading stories aloud to the class.

Assessment

*Rounds of Reading*

*Prepare Ahead:*

- *Stories from the previous* Being Creative *activity.*

1. Have students return to their groups from the previous activity.

2. Distribute stories, ensuring that each group has another’s story.

3. Direct students to create a different ending for their new story. Advise groups to review their revised stories for continuity and appropriate word and grammar use.

4. Each group representative should then take a turn reading the story to the class.

5. Collect papers for evaluation.
Unit 2, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Write a letter about daily activities and personal experiences.
• Use information from an interview to write a response to a letter.

Classroom Community
In-Class Activity—Writing Home

1. Direct students to write a letter to someone who lives in their home.

2. Letters should begin with information about the student’s activities and include questions for the recipient. For example:
   Ayer compré un suéter. Le di el suéter a mi hermana. Hoy hace sol y estoy escribiendo esta carta en la escuela. Mañana voy a jugar al tenis en el parque. ¿Cómo estás? ¿Jugaste al fútbol la semana pasada? ¿Qué haces hoy? ¿Vas a lavar el carro mañana?

3. If time permits, ask several volunteers to read their letters to the class.

Community Connection
Out-of-Class Activity—Pen Pals

1. Each student should take his letter home and give it to the intended recipient. Advise students that, if necessary, they should read their letters aloud.

2. As students converse with their home partner about the activities in their letter, they should take notes.

3. Before the next class session, students will then write a four to six sentence response to their own letter that includes comments from their partner, answers to questions, and a possible question that continues the dialogue. For example:
   Gracias por la carta. Estoy bien. No jugué al fútbol la semana pasada, pero voy a jugar hoy.
   Si hace sol, voy a lavar el carro. ¿Cuándo me vas a visitar?
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Write about interesting class topics and describe plans for future study.

**Extending the Text**

*Subjects of Discussion*

Direct students to write about topics of interest from their classes. For example, learners may describe an experiment they performed in science class, a classical piece they sang in music class, or a portrait they painted in art class. They should reflect on their interests and write about their plans for further study.
Grammar & Usage
Unit 2, Lesson 3

Usage

Punctuation

Review with students the forms of punctuation encountered in the Rosetta Stone® software. Explain how punctuation can appear in the beginning or within a sentence and is always found at the end.

Punto [.] A period shows that an idea is finished. It appears at the end of declarative sentences and others.

Ella está en China.
Ustedes eran jóvenes.

Principio y Fin de Interrogación [¿ ?] These marks indicate that an idea forms a question. They appear at the beginning and the end of interrogative sentences. The first mark is an inverted version of the end mark.

¿Dónde estaban ustedes?
¿Tú enseñabas arte?

Principio y Fin de Exclamación o Admiración [¡ !] These marks show emotion and excitement. They appear at the beginning and the end of exclamatory sentences. The first mark is an inverted version of the end mark.

¡Compraste un perro!
¡Comiste seis sándwiches!

Coma [,] The comma has many uses, but in this course learners will encounter it primarily as a divider between parts of a sentence or phrase. In these cases, the comma helps the reader easily understand the intended meaning of the sentence or phrase.

Sí, pero ahora vivo con mi esposa.
Hoy está nublado, pero mañana va a hacer calor.

A comma is also used to separate a series of words or phrases. Point out to students that they should not put a comma before y in a list of items.

Trabajo los lunes, martes y jueves.

Comillas [“ ”] Quotation marks, too, have a wide variety of uses. Most often they appear in pairs at the beginning and end of words, phrases, and sentences to indicate that those words are being emphasized or to signify that they are the precise words that someone has spoken or written.

¿Qué es “jugo de naranja”?
Eso es “estadio”.

Rosetta Stone Teacher’s Guide–Spanish (Latin America) Level 2
Grammar

The Imperfect Tense

Review the following with students:
The two simple past tenses are the preterite and the imperfect. The imperfect tense is used to:

- Express what was happening, what used to happen, or what happened habitually or repeatedly in the past.
  - Ella **estaba** en China.
- Describe persons or things in the past.
  - Ustedes **eran** jóvenes.
- Describe what was occurring in the past before an interruption occurred.
  - Ellos **jugaban** al fútbol.

To form the imperfect tense for various verbs take the infinitive, drop the last two letters ar, er, or ir and add the appropriate ending:

<table>
<thead>
<tr>
<th>-ar verbs</th>
<th>-er verbs</th>
<th>-ir verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>-aba</td>
<td>-ia</td>
</tr>
<tr>
<td>tú</td>
<td>-abas</td>
<td>-ias</td>
</tr>
<tr>
<td>él/ella/usted</td>
<td>-aba</td>
<td>-ia</td>
</tr>
<tr>
<td>nosotros</td>
<td>-ábamos</td>
<td>-íamos</td>
</tr>
<tr>
<td>ellos/ellas/ustedes</td>
<td>-aban</td>
<td>-ian</td>
</tr>
</tbody>
</table>
Unit 2, Lesson 3, Part A
The Past Imperfect

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Engage in conversations about past and present activities.
• Demonstrate and describe past and present actions in relation to each other.

Materials:
Lesson photos
Magazine photos from Assessment activity in previous Lesson

Jump Start
Then and Now

Take this opportunity to discuss the proper use of the imperfect. For example:
¿Vivías en una casa?
No, vivía en un apartamento.

1. Students should pair up and practice by asking questions about previous actions. For example:
   ¿Dónde vivías?
   ¿A qué escuela ibas?
   ¿Qué jugabas?
   ¿Tenías un perro?
   ¿Ibas a las montañas?
   ¿Jugabas al fútbol cuando eras niño?

2. Learners should answer with ahora. For example:
   Jugaba al fútbol, pero ahora juego al tenis y al golf.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Being Creative

Acting Up

1. On the board, write 15 to 20 brief sentences containing action verbs. Be sure the subject is either él or ella. For example:
   - Él está enseñando.
   - Él está leyendo.
   - Ella está comiendo.
   - Ella está bebiendo.

2. Instruct students to secretly select one of the sentences, without divulging their choice to anyone else.

3. Call on students, one at a time, to pantomime their sentences. As they are performing, ask the audience “¿Qué está haciendo ahora?” Ask students to answer in complete sentences, such as:
   - Él está enseñando.
   - Ella está comiendo.

4. Then, focusing on the simple imperfect tense, ask “¿Qué hacía [name of student performer]?” Again ask students to answer in complete sentences, such as:
   - Javier enseñaba.
   - Conchita comía.

5. Ask for volunteers to take over your role of asking questions about the actions being performed.

Assessment

The Changing You

1. Direct students to write an article of three to five sentences about themselves and their family members, describing what they enjoyed doing five years ago and what they enjoy doing today. For example:

2. Collect assignments and evaluate for proper word use.
Unit 2, Lesson 3, Part B
When and Was

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Distinguish between past and present states of being.
• Create a dialogue about real-life interactions using past and imperfect tense forms.

Materials:
Lesson photos or other images showing objects, animals, and people in current and previous states (to emphasize uses of ser and present tenses).

Focus and Motivate
States of Being

Prepare Ahead:
• Pairs of magazine or Lesson photos showing objects, animals, and people in current and previous states. For example, pairs could be images of a sapling and a mature tree or baby girls and elderly women.

1. Show pairs of images to the class, and call on students to say two complete sentences describing each pair of photos. The emphasis should be on past and current states of being (using era/eran and ahora). Model examples such as:
   El árbol era pequeño. Ahora es grande.
   Ellas eran bebés. Ahora son mujeres.

2. Ask students for alternate descriptions such as:
   Yo era una empleada. Ahora soy gerente.
   La bicicleta era nueva. Ahora es vieja.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Naturalist
Being Creative

Creating a Script

1. Write the following words and phrases on the board:
   - ahora
   - soy
   - era
   - cuando
   - somos
   - éramos
   - son
   - eran

2. Divide the class into pairs of students and instruct them to write a dialogue between two imaginary characters. Initially, the script should set the stage (either through dialogue or via a narrator) by describing the characters, setting, and other details. Students should use the words on the board in their dialogues, and focus on statements, questions, and replies that compare life as it was previously versus now.

3. Instruct learners to practice among themselves, as they will be presenting their dialogues in front of the class in the following Assessment activity.

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

Assessment

Lights, Camera, Action!

Have students take turns performing the dialogues they just created, using props if necessary.

You may wish to tape-record or videotape students’ performances for later use or as an addition to their portfolios.

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

Word of the Day:
primaria
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Write a haiku using known vocabulary.
• Discuss images using correct sentence forms and various verb tenses.

Materials:
Photos of different countries that feature outdoor scenes and natural settings
Course Content

Connecting to Culture
Haiku

Prepare Ahead:
• Photos of different countries that feature outdoor scenes and natural settings.
• Course Content.

1. Explain the haiku form of poetry, focusing on its Japanese origins and nature-based themes. Provide examples such as the following:
   Sus ojos verdes
   Que me ven desde lejos
   Están abiertos.

2. Display photos, noting the countries they represent and the scenes that may inspire haiku.

3. Advise students that they are to work in small groups to write their own haiku, using the displayed photos for inspiration. Have the Course Content available for reference.

4. Ask for volunteers to read their haiku to the class.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 2, Lesson 3, Part D
Work Roles

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
  • Categorize known terms according to the objects they describe.
  • Use known terms to compare and contrast the schools they have attended.

Materials:
  Photo of a school
  Photo of a store
  Sticky notes
  Handouts of Unit 2 Lesson terms (one per student)

Focus and Motivate
Word Categories

Prepare Ahead:
  • Photo of a school, photo of a store, sticky notes.
  • Handouts of Unit 2 Lesson terms (one per student).

1. Distribute handouts.
2. Fasten school and store photos to the board, and ask students to call out vocabulary words that pertain to the photos.
3. As learners call out terms, write the words on the sticky notes and place them where students tell you to do so.
4. Conclude the activity by having students check to be sure the notes are properly categorized.

⏰ ✔️ ✔️ ✔️ ✔️ Bloom’s Taxonomy: Naturalist
Multiple Intelligences: Visual-Spatial

Rosetta Stone Teacher’s Guide–Spanish (Latin America) Level 2
Curriculum Connection

Going Shopping

1. Students will role-play working at a store. Select four students to wait in the hallway while the remaining students prepare themselves for their roles.

2. Divide the class into groups of three. Each group will decide what type of store it would like their business to be.

3. When the four students return to the classroom, each should approach a group of merchants and ask yes/no questions to determine the type of store they are in (el supermercado, la librería, la tienda de ropa).

4. The four students should also ask about items in the stores. They will not know the items, but will have to question the merchants about their features. For example:
   ¿Puedo comerlo?
   ¿Puedo llevarlo cuando tengo frío?
   ¿Puedo beberlo?
   ¿Puedo leerlo?

5. Continue the activity until the four students determine where they are.

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

Assessment

School Years

1. Direct students to write two or three paragraphs that compare and contrast the schools they have attended.

2. Learners should describe their teachers, classmates, subjects of study, and other features that are important to them.

3. After several volunteers read their stories to the class, collect papers and evaluate for content.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Research and write about the qualities of colleges.

Real-Life Learning
Going to College

1. Direct students to list their interests (sports, arts, languages) in their journals.

2. Learners should then use the Internet to research these topics as possible fields of study in college.

3. After students identify colleges that offer these fields of study, they should write about the features of the particular colleges that interest them.
Grammar & Usage
Unit 2, Lesson 4

Grammar
Direct Object Pronouns

Remind students that they have already learned that a direct object is the person or thing receiving the action of a verb. The direct object tells what or who is being acted upon.

In a complex sentence or group of related sentences the direct object can be replaced with a direct object pronoun. Direct object pronouns include:

- **lo**  
  masculine singular
- **la**  
  feminine singular
- **los**  
  masculine plural
- **las**  
  feminine plural

Él necesita un medicamento pero no quiere **un medicamento**.
Él necesita un medicamento pero no **lo** quiere.

¿Cuándo compraste **las zanahorias**?
Yo **las** compré cuando estaba en el supermercado.

¿Escribió usted **esto**?
Sí. **Lo** escribí yo.

Grammar
Using Más

Explain to learners that **más** can be used before many adjectives to indicate that an object, person, or animal is either "more" or "the most" in terms of the trait described by the adjective. For example:

- Esta cámara es pequeña.
- Esta cámara es **más** pequeña.
- Esta cámara es **la más** pequeña.

Mi hija es joven.
Mi hija es **más** joven.
Mi hija es **la más** joven.
Unit 2, Lesson 4, Part A
The Imperfect and Preterite Tenses

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use imperfect, preterite, and present tenses to describe actions.
• Ask and answer questions that involve choices.

Materials:
A ball

Jump Start
Having a Ball

1. Have students sit in a circle. One person holds a ball and describes an action they have performed in the past. The phrases should begin with “Cuando.” For example:
   Cuando estaba en Rusia…
   Cuando estábamos en la playa…

2. When the learner is finished with her phrase, she should toss the ball to another student in the circle. He should finish the sentence with a simple phrase using the past tense, such as:
   …yo compré esto
   …hacia sol.

3. Repeat the exercise until everyone has had a turn.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic
Engage

Clapping Time

Prepare Ahead:

• Using the Course Content for reference, select two groups of ten sentences from this Lesson. Group 1 should focus on **cuando**:
  
  Cuando estaba en Rusia, compré esto.
  Cuando estábamos en la playa, estaba nublado.

Group 2 should focus on **quisiera**:

  ¿Quisiera chocolate?
  ¿Quisiera té o café?

1. Write the twenty sentences on the board.

2. Discuss the proper use of **cuando/quisiera** and other action verbs in these contexts.

3. Ask learners to come up with their own sentences using **cuando/quisiera**. Write these on the board as well.

4. Lead the class in clapping and chanting these sentences aloud to a steady beat.

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Assessment

How About Now?

1. Students will write five sentences about themselves, using the present tense such as:

   - Estudio arte.
   - Me gusta jugar al fútbol.

   Make sure students leave space below each sentence for a revision.

2. Instruct learners to switch papers with a partner. In the spaces beneath their partner’s writing, each student should rewrite the sentences in past tense and add a second clause in present tense. For example:

   - El año pasado estudiaba arte, pero ahora estudio música.
   - Ayer jugué al fútbol, pero hoy juego al tenis.

3. Collect papers and evaluate for correct tense use.

---

Word of
the Day:

escuchaba
Unit 2, Lesson 4, Part B
Manners

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Respond to questions with appropriate answers.
• Write and perform a script about dinner scenario.

Jump Start
Questions and Answers

1. Explain to students that they will participate in an exercise involving the phrase
¿Quisiera usted…? On the board, write phrases learners can use when forming
their sentences. These could include Sí, me gustaría and No, gracias. Me gustaría…
You may also list foods that you will be “offering.”

2. Model an example:
   Teacher: ¿Quisiera chocolate o fruta?
   Student 1: Me gustaría el chocolate, por favor.
   Teacher: ¿Quisiera usted jugo de naranja?
   Student 2: No, gracias. Me gustaría té.

3. Continue asking questions until everyone has had a turn.

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

Extending the Text
Role-Playing

1. Divide the class into pairs of students. Each pair should develop a dialogue about
a hostess and guest, restaurant server and customer, or store employee and patron.
Advise students that they should include these phrases:
   quisiera
   sí, por favor
   no, gracias
   no le entendí
   ¿Puede repetirlo, por favor?
For example:
   Hostess: ¡Buenas tardes! ¿Quisiera usted una mesa para uno?
   Hostess: ¿Necesita un periódico para leer?
   Customer: Lo siento. ¿Puede repetirlo, por favor? No le entendí.
   Hostess: ¿Quisiera usted un periódico para leer mientras espera a su hermana?
   Customer: Sí, por favor.
2. Peers should read their scripts to each other for practice, first in one role and then in the other.

3. Students should then read their dialogues to the class.

Assessment

Written Scenarios

Prepare Ahead:

- Lesson or magazine photos of people, animals, or objects (one per student).

1. Have each student select one photo.

2. Direct students to write four to six sentences about the subject of their photo, using Lesson phrases such as:
   - Yo compré esto cuando...
   - El mes pasado él... Ahora él...
   - Cuando eran...

   For example, if a learner selects a photo of a desktop computer, she could write the following:

3. After students read their sentences aloud, collect papers and evaluate for correct verb tense and number and gender agreement.

   You may wish to compile the best critiques and share them with the appropriate groups.
Unit 2, Lesson 4, Part C

Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Arrange vocabulary words based on their spellings.
• Use known vocabulary to write a short story.

Classroom Community

In-Class Activity–Add-a-Word Acrostics

Prepare Ahead:
• Choose five or more long vocabulary words from this Lesson. For example: cuaderno, diccionario, escuchaba.

1. Write your selected words vertically on the board. Explain to students that their goal in this class-wide activity will be to think of Spanish words they have learned that start with each of the letters in the vertical words. (As you demonstrate using the word cuaderno, for example, write -alor horizontally alongside the first c to form the word calor.)

2. Call on one student at a time to come to the board. She should write a word alongside a letter in any vertical word of her choosing, and then say the word aloud to the class.

3. This activity continues until letters in all vertical words have horizontal words alongside them. Encourage students not to duplicate words, if possible, and explain that there should only be one word beside each letter.

4. Leave all the words on the board for reference during the following Community Connection take-home activity.

You may wish to challenge students further by having them come up with words that contain or end with the letters in the vertical words.

Community Connection

Out-of-Class Activity–Unraveling an Acrostic

1. Ask students to individually choose their favorite acrostic (from among those listed on the board) and copy all its words onto a sheet of paper.

2. Instruct learners to take their lists home and write a short story containing a minimum of five words from their chosen acrostic.

3. During the next class period, call on students to read their stories aloud. Collect papers and evaluate.
Unit 2, Lesson 4, Part D
Latin American Cultural Activity—Muralismo

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss historical murals and connect them to their cultural context.
• Create a mural in the tradition of the Latin American Muralismo movement.
• Research information about Muralismo and the artists who work in this medium.

Materials:
Examples of Latin American murals
Large craft (butcher) paper
Art supplies
Research materials
Library access
Computers with Internet access

Connecting to Culture
Muralismo

Prepare Ahead:
• Tape large pieces of craft paper to one or more classroom walls.

1. Discuss the Muralismo movement of Latin America and display examples of murals from various artists. Famous muralists include Saturnino Herrán, José Clemente Orozco, Pedro Nel Gómez, David Alfaro Siqueiros, Santiago Martínez Delgado, and Diego Rivera.

2. Divide the class into small groups of students.

3. Direct each group to research information about the Muralismo art form and select a topic or theme of interest.

4. After learners design a plan for their murals, designate sections of craft paper for each group and have students create their murals in the tradition of the Muralismo movement.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial
Journal Activity–Before and After

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Compare and contrast their past and present traits.

**Linking Past and Present**

*Before and After*

1. Students should write about what they were like a year ago, as compared with the way they are now.

2. Learners should use the imperfect and present tenses to describe their likes, dislikes, behavior, and appearance.
Unit 2, Lesson 5, Part A
Enrichment Activity–Treasure Hunt

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Take ownership of their own learning process by choosing the topic and direction of a large project.
• Work independently outside the classroom setting.
• Meet a series of deadlines for a long-term project.

Stretching the Imagination
Treasure Hunt

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 keeping them on pace. 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:
• Determine whether students will hide treasures in the classroom or throughout the school, and notify appropriate staff about the latter decision.

1. Each student should organize a treasure hunt by deciding on a prize that is worth finding and determining an appropriate hiding spot for the prize.

2. The learner should then select the route that the prize-hunter(s) will follow, by listing a starting point and places for clues on the way to the hiding spot. He should draw a map that marks the starting point, clue places, and the hiding spot. The map should reflect the layout of the classroom or school, and the student should number each location in the sequence of the route. For example:
   1 = la puerta principal de la escuela
   2 = el diccionario grande en la mesa en la biblioteca
   3 = la tercera mesa en la biblioteca

   Write one set of directions for each stop on the way to the prize. Directions should be written on one side of a slip of paper, with a number corresponding to the sequence of the route written on the other side. For example:
   1 = Entra en la escuela por la puerta principal y dobla a la derecha.
   2 = Sigue derecho a la biblioteca hasta el diccionario en la mesa.
   3 = Ve a la tercera mesa y dobla a la izquierda.

3. Arrange a time for each student to set up her treasure hunt. You, a peer, or a group of peers should be the prize-hunter(s). Note the sequence and clarity of directions, as player(s) move from the starting point to the prize.
Unit 2, Lesson 5, Part B
Focused Activity–Reading All Together

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Read aloud in individual and group settings.

Materials:
Magazine photos of people performing actions such as jugar, and dormir

Skill Builder
Reading All Together

Prepare Ahead:
• Magazine photos of people performing actions such as jugar, and dormir.

1. Place photos on the board and, using Lesson vocabulary, write two sentences that describe each photo.
2. Have students read sentences aloud, in unison.
3. Underline a word in each sentence, and assign each student a minimum of one word.
4. Students should read the sentences as a group, stopping when a word is underlined in order to allow the assigned student to read that word by herself.
5. Have learners switch their assigned sentences, in order to practice various words.
Unit 2, Lesson 5, Part C
Focused Activity–Writing Around the World

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write letters describing traveling to various places and performing daily and unusual actions.

Extra Help
Writing Around the World

1. Students should pretend they are traveling the world and, in their journals, should write six-sentence letters to family or friends at home.

2. Instruct learners to discuss not only what they see but what they do during their travels. Encourage students to be creative and illustrate what they see while traveling. Or, they might opt to write their letters in poetry form. For example:

3. Students may choose to take their journals home and research their imaginary destinations.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Discuss the topic of travel using various verb tenses.

Extra Help
Grammar and Travel Chat

If possible, have students arrange their desks in a circle for this activity.

1. Have each student choose a city or country as a travel destination; he should then write the name of the place in large letters on a piece of paper.

2. Call on one student at a time to hold up his paper to show his destination.

3. Going around the room, all students should either ask a question of the traveling student or make a statement about his travels. Instruct students to use a variety of tenses in their statements and questions. For example:
   ¿Cuándo fuiste a ___?
   Hace frío en ___ y necesitas un suéter.
   ¿Dónde vas a comer en ___?

4. The traveling student should answer any questions that are asked of him. For example:
   Fui a ___ en la primavera.
   Vamos a comer en un restaurante cuando vamos a ___.

5. When all students have spoken about the first traveling student, call on another student to hold up her paper so a second round can begin. The activity continues until the destinations of all traveling students have been discussed.
Unit 3

Friends and Social Life

Grammar & Usage: Formal Imperatives, Months of the Year . . . . . . . 93
Lesson 1a: Formal Imperatives ............................................. 94
Lesson 1b: Giving and Following Instructions ......................... 96
Lesson 1c: Months of the Year ............................................. 98
Lesson 1d: Journal Activity–Party Helpers .......................... 100
Lesson 1e: Latin American Cultural Activity–Comparing Civilizations. 101
Grammar & Usage: Prepositional Phrases, Informal Imperatives . 103
Lesson 2a: Social Interaction Verbs .................................... 104
Lesson 2b: Timeliness and Numbers Greater Than 100 ................ 106
Lesson 2c: Contact Information, Calendar Dates, and Imperatives . 108
Lesson 2d: Review ............................................................. 110
Lesson 2e: Journal Activity–My Circle of Friends ................. 111
Grammar & Usage: Demonstrative Adjectives, Aquí and Allá .. 113
Lesson 3a: Parties and Meals .............................................. 114
Lesson 3b: Requirements .................................................... 116
Lesson 3c: Celebrations and Culture ................................... 118
Lesson 3d: Journal Activity–Minding Your Ps and Qs .............. 120
Lesson 3e: International Cultural Activity–Celebrate Around the World .......... 121
Grammar & Usage: Adverbs of Manner, Accepting and Declining Invitations ................................. 123
Lesson 4a: Music and Forms of Good and Bad ....................... 124
Lesson 4b: Busy and Free ................................................... 126
Lesson 4c: Apology and Acceptance .................................... 128
Lesson 4d: Review ............................................................. 130
Lesson 4e: Journal Activity–The Good Arts .......................... 131
Lesson 5a: Focused Activity–Reading Articles ......................... 132
Lesson 5b: Focused Activity–Rows of Grammar Fun ................ 133
Lesson 5c: Focused Activity–Listening Carefully ..................... 134
Unit 3:
Friends and Social Life

Introduction to Unit 3
This Unit focuses on a wide variety of social situations and conversations that are encountered in everyday life. Students learn how to make and accept apologies, state their opinions, and give and follow more specific directions than they were challenged with in previous Units. Fine distinctions between closely related concepts, as well as opposites, are stressed in Unit 3.

Teaching Unit 3
Parties are a featured theme in this Unit, and in the course of party-related Lessons you will be guiding your students in discussions about planning parties and celebratory events. The weeks you devote to this Unit will provide perfect opportunities for working with your students as they learn to use new words and phrases that go hand in hand with manners, apologies, formal and informal imperatives, and the art of gift-giving. If feasible in your school setting, you may wish to augment the Lesson activities by facilitating the planning of an actual party—complete with food, drinks, and games. This is a great opportunity to encourage students to converse only in Spanish during the organizational stages and at the party itself.

Lesson 1a: Formal Imperatives
This first Lesson in Unit 3 challenges students to use formal imperatives to describe appropriate behavior and manners in various public settings. They will also practice vocabulary in a writing exercise.

Lesson 1b: Giving and Following Instructions
Students will write a set of directions for their fellow classmates, instructing them what to do with common objects in the classroom. This is a good opportunity for kinesthetic learning, as those interpreting the directions will get up out of their seats and move around as instructed.

Lesson 1c: Months of the Year
During the main activity of this art-focused class period, your students will make colorful calendars for the twelve months of the year, and use their creations as springboards to focus on activities and other characteristics for each month.

Lesson 1d: Journal Activity–Party Helpers
Today, you will ask your students to think back to a time when they helped at a party of any kind. Then ask them to write in their journals about their helpful roles.

Lesson 1e: Latin American Cultural Activity–Comparing Civilizations
In this activity, your students will research and write about various ancient Latin American cultures. Learners will then present their findings and participate in classroom discussions.

Lesson 2a: Social Interaction Verbs
Get ready for a lively class period! The written, oral, and physical activities of this Lesson will help your students recognize the differences in meaning and appropriate social situations for the verbs ayudar, encontrar, llamar, and hablar.

Lesson 2b: Timeliness and Numbers Greater Than 100
This Lesson encompasses the concepts of being early for and late for, as well as the next level of numbers your students are learning—those greater than one hundred. The main classroom activity today will focus on the latter, with students playing a team-based game in which they guess prices of expensive items. By writing and verbalizing their estimates, students will gain valuable practice with numbers in the hundreds and thousands.

Lesson 2c: Contact Information, Calendar Dates, and Imperatives
In today’s busy world, learning the communication skills necessary to stay in touch, set appointments, and exchange contact information is critical. In this Lesson, students will create and perform scripted dialogues incorporating elements such as telephone numbers, e-mail addresses, appointment times, and imperatives.

Lesson 2d: Review
This Review Lesson will demand that your students practice active listening. After individually writing plans for a party, students will pair up and exchange questions and answers about their party plans. Their attentiveness will pay off when they have to present information about their partner’s party to the rest of the class.

Lesson 2e: Journal Activity–My Circle of Friends
In their journals, students will write about interactions they have recently had with other individuals—particularly those they have recently met, spoken with by telephone, or helped.
Lesson 3a: Parties and Meals
Being able to successfully categorize according to type will be key to your students’ success in this Lesson. They will first classify various types of foods and drinks according to the associated meal. Then, this Unit’s earlier party theme continues as students do a group activity and individual writing exercises about types of parties.

Lesson 3b: Requirements
If practical, make an appointment for your class to go as a group to the school library or access the Internet for about 30 minutes during this class period. During that time, they will quickly research and write brief answers to requirement-based questions you pose. An answer to “¿Qué necesitas para viajar a Quito?” might be, “Necesito un pasaporte.”

Lesson 3c: Celebrations and Culture
To prepare for today’s Lesson, you will need to find photos or illustrations of desserts from around the world. Students will discuss the variety of sweet concoctions, and may share about desserts from their cultural background. Next, birthdays are the topic of conversation in a group activity in which students pretend it is your birthday. They will engage in birthday-related conversations, including such topics as gift-giving, age, and birthdates.

Lesson 3d: Journal Activity–Minding Your Ps and Qs
What is considered polite and impolite varies in cultures around the world. Today, your students will write in their journals about manners.

Lesson 3e: International Cultural Activity–Celebrate Around the World
Today, you and your students will discuss celebrations in world cultures, and they will have an exciting opportunity to write about special events from their cultural heritage.

Lesson 4a: Music and Forms of Good and Bad
At this point in the Rosetta Stone® software, students are becoming familiar with terms such as bueno, bien, mejor, malo, mal, and peor that help them convey their states of being and express their opinions about the world around them. Today, in activities that incorporate reading, speaking, listening, and writing, students will focus on reviews of popular forms of entertainment, including movies, books, and concerts.

Lesson 4b: Busy and Free
A calendar-based activity and party invitations are tools used in this Lesson to help students comprehend the concepts of busy and free, as the terms apply to a person’s availability.

Lesson 4c: Apology and Acceptance
Comic strips kick off today’s class as students have fun substituting the text in characters’ speech bubbles. In this and a second activity, the focus is on apologizing and accepting an apology.

Lesson 4d: Review
As a wrap-up to Unit 3, students will be challenged to evaluate and contrast others’ opinions about the performances of musicians, singers, or dancers. This will include an out-of-class activity in which they interview a friend or family member about their favorite such artist, then judge for themselves and write their own review of that performer’s work.

Lesson 4e: Journal Activity–The Good Arts
This activity provides an opportunity for your students to voice their opinions in writing, as they describe in detail their likes and dislikes about artists or musicians about whom they have strong opinions.

Lesson 5a: Focused Activity–Reading Articles
Reading a short, uncomplicated newspaper article will pave the way for students to collaborate on summarizing and describing their opinions about the piece.

Lesson 5b: Focused Activity–Rows of Grammar Fun
Today, students will create a table listing verbs and phrases in a column. Then, they will fill in the rows with grammatically correct sentences using those verbs and phrases.

Lesson 5c: Focused Activity–Listening Carefully
Note-taking and listening are critical skills in this extra-help Lesson as students listen to you describe characteristics of three imaginary people.
Grammar & Usage
Unit 3, Lesson 1

Grammar
Formal Imperatives
Remind students that they have used the imperative form of verbs to give directions:
- Siga derecho.
- Doble a la derecha.
- Vaya al café.

In this Lesson, students will again use the imperative mood, this time in situations where formal speech is used to tell others to perform a variety of actions:
- Canten, por favor.
- Siéntense, por favor.
- Beba esto, por favor.

Note that por favor is used as a show of courtesy, and tends to soften what is, in effect, an order to do something.

To create the formal forms of the imperative mood (which is always in present tense), advise students to replace the last two letters of the infinitive form of the verb with the following endings:

<table>
<thead>
<tr>
<th>infinitive verb ending</th>
<th>imperative ending (sing.)</th>
<th>imperative ending (pl.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ar</td>
<td>-e</td>
<td>-en</td>
</tr>
<tr>
<td>-er and -ir</td>
<td>-a</td>
<td>-an</td>
</tr>
</tbody>
</table>

Usage
Months of the Year
Review the months of the year with students:
- enero julio
- febrero agosto
- marzo septiembre
- abril octubre
- mayo noviembre
- junio diciembre

Note that the terms for months are only capitalized when they begin a sentence:
- Abril es el cuarto mes del año.
- El octavo mes del año es agosto.
- Octubre es el décimo mes del año.
- En Italia hace frío en diciembre.
Unit 3, Lesson 1, Part A
Formal Imperatives

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use this and previous Lessons’ vocabulary to describe details about parties.
• Write sentences referring to proper and improper behavior and reformat using the imperative.

Jump Start
Guessing Games

1. Write the word fiesta on the board.

2. Ask students questions about parties. For example:
   ¿Hay música en la fiesta?
   ¿Hay baile en la fiesta?
   ¿Comen las personas en la fiesta?
   ¿Qué música te gusta para una fiesta?
   ¿Quién puede venir a la fiesta?

3. Continue as time permits.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
**Engage and Explore**

*Rules of the Game*

1. Take some time to discuss manners and rules (in terms of what is allowed and not allowed).

2. On the board, write the name of places such as:
   - supermercado
   - teatro
   - restaurante
   - escuela

3. Students should write one or two sentences describing what people should and should not do in these locations. When learners have finished writing their sentences, they should transform them into formal imperatives. For example:
   - En un supermercado, por favor no coma algo antes de pagar.
   - Por favor, pague con una tarjeta de crédito en un restaurante.

4. Divide the class into groups of three or four students and instruct them to discuss their sentences and compare their use of the imperative.

**Assessment**

*A Whole Lot of Something*

1. Direct students to write eight sentences that include the word *algo*. Have students use the imperative for at least two of these sentences.

2. Collect and evaluate for content.
Vocabulary
Taught or
Reviewed:
el escritorio
el nombre
poner
traer

Unit 3, Lesson 1, Part B
Giving and Following Instructions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Develop a list of instructions for others to follow.
• Interpret directions to successfully carry out tasks.

Materials:
   Index cards

Jump Start
The Match Game

Prepare Ahead:
• Vocabulary words from this Lesson written on index cards in the style of the Memory game. (Each word should be written on two separate cards; that pair constitutes a “match” during the game.)

1. Tape index cards face down on the board, and explain the rules of the game and the definition of a “match.”

2. Divide the class into teams of four or five students.

3. Have teams take turns choosing two cards, trying to find a match.

4. Team members should rotate each time it is their team's turn so that everyone has an opportunity to participate.

5. When a student makes a match, the next person on her team takes a turn. Members of that team should continue taking turns until someone is unable to make a match.

6. Groups should keep matched cards to help with scoring.

7. Play continues until all matches have been made. The team with the most matches win.

Retain cards for use in the following Assessment activity.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Visual-Spatial
Engage and Explore

Writing and Following Directions

1. Have students remain in their groups.

2. Focusing on using the words *traiga*, *ponga*, and *dele*, instruct the groups to write a list of instructions (minimum of five steps) that will direct another group to move objects around the classroom. For example:
   - Traiga un libro para el maestro.
   - Ponga el libro sobre su escritorio.
   - Escriba cómo se llama en un papel, tráigalo a Simón y póngalo sobre su escritorio.
   - Dele un cuaderno a su amigo.

3. Have the groups trade lists of instructions and try to complete their set of tasks.

   ![Clock and Notes](Image)

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Interpersonal

Assessment

Creative Paragraphs

1. Direct each student to choose four *Memory* word cards from the previous *Jump Start* activity.

2. Learners should then write a story (six to eight sentences) that contains these words.

3. After students take turns reading their stories aloud, collect papers and evaluate.

   ![Clock and Notes](Image)

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

Word of the Day: termina
Unit 3, Lesson 1, Part C
Months of the Year

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use viene, llega, empieza, termina, and se va in context.
• Create a calendar using calendar-related vocabulary.

Vocabulary
Introduced or Practiced:
décimo
empezar (e>ie)
llegar
llover (o>ue)
octavo
terminar
venir (e>ie)

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

Materials:
Art paper
Rulers
Magazines and newspapers
Drawing materials

Note: In order to give students more options for discussion in this activity, this may be a good time to introduce the word clase.

Jump Start
The Beginning and the End

1. Model the use of venir, llegar, empezar, terminar, and irse by stating observations and asking questions such as the following:
   María viene al teatro.
   La obra va a empezar en dos minutos.
   La obra empieza ahora.
   ¿Con qué mes empieza el año?

   ¿Cuándo termina la película?
   La película va a terminar en cinco minutos.
   La película termina ahora.
   ¿Cuándo se va usted?
   ¿Se va ahora?

2. Direct students to practice the above words by using them in their own statements and questions to others.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Interpersonal
Being Creative

Calendar Creation

Prepare Ahead:

- Drawing materials, rulers, and art paper (one sheet per student).
- Magazines and newspapers.
- Sample calendar in the style described below.

1. Display the sample calendar and explain its components.

2. Distribute art paper, rulers, and drawing materials.

3. Instruct students to fold their sheets of paper in half and draw, on the lower half of the page, a grid with seven columns and five rows.

4. Learners will then write the name of the current month above the grid, days of the week above each column, and dates in each grid square.

5. After distributing magazines and newspapers, direct students to decorate the upper half of their page with images that represent aspects of the month (weather, activities, holidays, or other features). Learners may use cut-out images from magazines and newspapers or their own drawings for illustrations.

6. Have students take turns displaying their calendars and explaining their illustrations.

If the schedule allows, repeat this activity at the beginning of each subsequent month.

Assessment

Human Calendar

Prepare Ahead:

- Slips of paper, each with the name of a month written on it.

1. Distribute slips of paper and explain that the month each student receives is her assigned month. Depending on your class size, it may be necessary to assign more than one month to a student, or to assign the same month to multiple students.

2. Students should interview each other to find out what month each person represents and organize themselves in a line by month.
Unit 3, Lesson 1, Part D
Journal Activity–Party Helpers

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about parties they have planned, hosted, or attended.

Being Creative
Party Helpers

After students reflect on the parties they have planned, hosted, or attended, they should write at least six sentences about the details of these celebrations. Students may include tasks, materials, activities, guests, locations, and other features in their descriptions.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Research ancient cultures and compare them using artifacts and ruins.

Materials:
Research materials
Library access
Computers with Internet access

Connecting to Culture
Comparing Civilizations

1. Organize the class into four groups of students and assign each an indigenous Latin American civilization (Mayas, Incas, Aztecs, or Mapuches).

2. Direct each group to research information about its civilization. Use the library or the Internet for research.

3. Group members should then write a report about their civilization that includes information about its:
   - time period of existence
   - geographical location
   - people and culture
   - calendar
   - surviving artifacts

4. After each group presents its report, lead a discussion about the similarities and differences among the civilizations. Invite students to offer their opinions about what daily life was like for the people who lived during these times.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Grammar & Usage
Unit 3, Lesson 2

Grammar
Prepositional Phrases
Review with students that prepositions express time, manner, or place. Explain that prepositions are so named (pre-position) because they come before the noun they modify. Prepositions introduce phrases known as prepositional phrases.

- Ella llega tarde a la fiesta.
- Ponga el tazón sobre la mesa.
- Los mapas están detrás de los periódicos.
- La mujer se encuentra con su amiga en el restaurante.

Grammar
Informal Imperatives
Review the imperative mood with the class. Discuss its use in familiar interactions with family members, friends, or children.

Informal affirmative commands (with regular verbs) are created in the same way as simple present verbs in third-person singular form:

- **-ar** verbs: replace **ar** ending with **a**
  - Llama al médico.
  - Espera, por favor.

- **-er/-ir** verbs: replace **er/ir** endings with **e**
  - Lee tu libro.

Review the irregular informal imperative forms of **poner** and **venir** that appear in this Lesson:

- Ven al café.
- Pon tu taza en el fregadero.

You might want to include here the other irregular affirmative and regular negative commands.
Unit 3, Lesson 2, Part A
Social Interaction Verbs

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Develop Lesson concepts by acting out new verbs.
• Recognize actions and define them using Lesson vocabulary.

Jump Start
Verbs Around the Classroom

1. Write these verbs on the board: ayudar, encontrar, llamar, hablar.

2. Instruct students to get in a circle. You should join the circle, too, and model the format of this exercise.

3. Turn to the student on your right and say a sentence (statement or question) containing one of the words on the board. That student should reply to you using a sentence containing one of the words on the board. He then turns to the student on his right and continues by saying another sentence. For example:

   Teacher (to Student 1): ¿Vas a llamar a tu amiga?
   Student 1 (to Teacher): Sí, la voy a llamar.
   Student 1 (to Student 2): Quiero ayudarte en la cocina.
   Student 2 (to Student 1): Gracias. Podemos hablar y cocinar.

4. Learners should continue this pattern until the last student says a sentence to you, completing the circle.

   Encourage students to be creative as they form sentences, and let them know that nonsensical replies will add an element of fun to this exercise.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Focus and Motivate

Meet and Greet

1. Divide the class into pairs of students and give each a verb—ayudar, encontrar, llamar, or hablar—to act out in the style of the game Charades.

2. Give students time to devise their strategies for acting out their verb.

3. Groups then take turns acting out their verbs before the class. The first person to guess correctly wins a point for their team.

4. The team with the most points by the end of the activity wins.

Assessment

Writing Interactions

1. Direct students to write a short story (six to eight sentences) using the verbs ayudar, encontrar, llamar, and hablar.

2. After several volunteers read their stories aloud, collect papers and evaluate for content.
Unit 3, Lesson 2, Part B
Timeliness and Numbers Greater Than 100

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Differentiate between various modes of contacting another person and other items that use numbers.
• Collaborate to find an answer that uses Lesson vocabulary and large numbers.

Materials:
Photos and prices of expensive items, such as a designer handbag, car, top-of-the-line bicycle, and others

Jump Start
Vocabulary Drill

1. On the board, write a date, an address, a price, an e-mail address, and a phone number. Read the examples aloud and call on students to read them after you. Ask students to identify each, explain how to differentiate between them, and tell where such identifying information appears (on envelopes and price tags, for example).

2. Write new examples of each and ask students to identify and read them aloud.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Engage and Explore

Guess the Price

Prepare Ahead:
• Photos of 15–20 expensive items, such as a designer handbag, car, and top-of-the-line bicycle.

1. Group students into teams of four.
2. Display one photo at a time to the class. Team members should confer to arrive at their team’s price estimate of the item on display.
3. A representative from each team should announce his team’s estimate.
4. Reveal the actual price of the item and award one point to the team with the closest estimate.
5. As this guessing game continues, team members should rotate as representatives to announce price estimates.
6. Continue until all items have been displayed. The team with the most points wins.

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

Assessment

Early Birds

1. Instruct students to write about situations or events for which a person should not be late—such as school or a wedding. They should use the phrases temprano and tarde, and discuss why people should be on time and why someone might be late for an event.
2. Collect and evaluate for content.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Intrapersonal

Word of the Day: tarde
Unit 3, Lesson 2, Part C
Contact Information, Calendar Dates, and Imperatives

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Act out directives when prompted.
• Create and perform scripted dialogues about setting an appointment with another person.

Materials:
Lesson photos
Magazine photos from Assessment activity in previous Lesson

Focus and Motivate
Do This, Do That!

Explain to students that you will be calling out different directives and that they are to take
turns acting them out. For example:
Por favor, siéntate.
Dobla a la izquierda.
Dobla a la derecha.
Lee tu libro.
Lávate las manos.

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

Engage and Explore
Let’s Get Together

1. Divide the class into groups of two or three students; assign each group a name or number.

2. Direct groups to develop a script about getting together on the weekend; let them know
that they will be performing their skits later during this class session. Each student should
have her own copy of the completed script, which will include information about the date
of the event, at least one piece of contact information (una dirección de correo electrónico,
una dirección, un número de teléfono), and at least one imperative (Ven al café.).
For example:

Juan: ¿A quién llamas?
Carmen: Llamo a Lisa.
Lisa: ¿Hola?
Carmen: Hola, Lisa. Soy Carmen. ¿Vas a venir al café la semana que viene?
Lisa: Sí.
Juan: ¿Cuándo vas a ir al café?
Carmen: Voy a ir el martes.
Lisa: ¿Qué fecha es?
Carmen: Ven al café el 14 de julio.
Juan: ¿Sabes la dirección?
Carmen: Sí, es la Calle Principal número 134.
Lisa: Nos encontramos la semana que viene. Adiós.
Carmen and Juan: ¡Adiós!
Juan: Lléname mañana. Mi número de teléfono es xxx-xxxx.
Carmen: Bueno, te voy a llamar a las 11:30.
Juan: Adiós.
Carmen: Adiós.

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

Assessment
Skit Performances

1. Before skits are performed, write the following cues on the board: una fecha, una dirección, un número de teléfono, una dirección de correo electrónico.

2. Instruct students to each create a grid on a sheet of paper. On the vertical axis they should list the above terms; on the horizontal axis they should list the groups’ names or numbers. Explain to students that they should fill in the correct contact information they hear during each groups’ performance.

3. After each skit is performed, ask the audience questions about its content.

4. Collect grids and assess for accuracy.
Unit 3, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Develop and organize an event and describe it in writing.
• Process information in relation to cost and acquisition of materials, and describe that information using Lesson vocabulary.

Classroom Community

In-Class Activity–Planning a Party

1. Instruct students to each assume the role of a party planner.

2. They should make up a fictitious party and organize all details for the event.

3. Using as much vocabulary and creating as many details as they can, students should list all of the specific information for their party. For example:
   La fiesta va a ser el domingo por la noche, el veintitrés de septiembre, el primer día del otoño.
   Va a ser en el parque al lado del lago.
   Las personas van a llegar por la tarde y se irán por la noche.
   Alfonso trae leche.
   Terrance trae juegos.
   Pon las sillas en el pasto, al lado de los árboles.
   Pon las verduras y las frutas sobre la mesa.
   Habrá música, baile y juegos.

Community Connection

Out-of-Class Activity–Budgeting for a Party

Have students choose two items from their party. Outside of class time, they should research the cost for those two items, given the size of the party they have planned. For example:
   Necesitamos sillas para cincuenta personas. (The student might call a party supply store to find out the rental fee for fifty chairs for one night.) Necesitamos jugo para cincuenta personas. (The student may need to go to a store or consult an advertisement to determine juice prices. He would then have to calculate a total price based on an estimate of how much juice the partygoers will drink.)
Unit 3, Lesson 2, Part E
Journal Activity–My Circle of Friends

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Write about conversations with others.

Reflection

*My Circle of Friends*

Have students write (in their journals) about their recent face-to-face and telephone conversations with others.
Grammar & Usage
Unit 3, Lesson 3

Grammar

Demonstrative Adjectives

Review with students the fact that demonstrative adjectives point out which people, animals or objects are being referred to. A demonstrative adjective is placed before the noun it modifies and must agree with it in number and gender:

**este, estas, estos, estas**
Yo manejé *este* carro.
Estos carros son blancos.
Esta pelota es roja.

**ese, esa, esos, esas**
Quiero *ese* postre.

**aquel, aquella, aquellos, aquellas**
Aquella pelota es amarilla.
Aquel reloj es nuevo.
Aquellos carros son rojos.

Note that two terms, *aquel* and *ese*, and their forms describe degree of distance, with *aquel* used to describe nouns that are farther away from both the speaker and the listener than those that can be described using *ese*.

Usage

Aquí and Allá

Explain to learners that *aquí* and *allá* are used to describe location. *Aquí* means here and *allá* means there.

Yo estoy *aquí*.
Mi teléfono está *allá*.

Usted está *aquí*.
Su hotel está *allá*.

Ponga el televisor *aquí*, por favor.
Los postres están *allá*.
Unit 3, Lesson 3, Part A
Parties and Meals

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Categorize types of food.
• Guess an event by its required preparation and activities.

Materials:
Photos of different types of foods and beverages, such as orange juice, milk, soup, and salad.

Skill Builder
Sentences in Motion

Prepare Ahead:
• Photos of different types of foods and beverages, such as orange juice, milk, soup, and salad.

1. Write desayuno, almuerzo, and cena in three columns on the board.

2. Distribute photos to the class. Instruct students to come to the board one at a time, and place the photos in the most appropriate meal column. As they do so, students should state the name of the food or beverage and the meal at which it is usually served.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Naturalist
Being Creative

Which Party?

1. Write these on the board: una fiesta de cumpleaños, una fiesta en la playa, una fiesta de disfraces.

2. Divide the class into groups of three or four students, and instruct them to choose one of the party types. For example, a birthday party would have a birthday cake, games, radio, dancing, and singing.

3. Learners should list several items and activities they would have at their party.

4. Pair up the groups and direct them to alternate reading one entry at a time from their lists. At the end of the list, students should guess what type of party the other group was describing.

5. Continue switching groups until all have been paired with each other.

Assessment

Different Parties

1. Direct students to write about the differences among una fiesta de cumpleaños, una fiesta en la playa, and una fiesta de disfraces.

2. Collect papers and evaluate for content.
Unit 3, Lesson 3, Part B
Requirements

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Answer questions about personal interests using tener que.
• Research and determine the requirements for various topics.

Materials:
Research materials or library access

Focus and Motivate
Things to Do

1. Write this sentence format on the board: En ____, tienes que ____ y ____.

2. Discuss the phrase tener que. Call on students to create logical sentences using the format you have written on the board. For example:
   En la escuela, tienes que escuchar y estudiar.
   En el aeropuerto, tienes que tener un billete y esperar a subir al avión.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Skill Builder

Requirements Research

1. Take a trip to the library or have research materials available.

2. Explain to learners that they will be researching the requirements for two topics of their choice from a list you provide. Among the topics could be:
   ¿Qué tienes que hacer para ser maestro?
   ¿Qué tienes que hacer para manejar un carro?
   ¿Qué tienes que hacer para ir a Japón?

3. Have the students write their results of their research using tener que. (Para ser maestro, tienes que ir a la universidad.)

4. Learners should write at least four requirements for each of their two topics.

Assessment

Listen Up

1. Students should present the information gathered in the previous Skill Builder exercise to the rest of the class.

2. Lead a class discussion about the similarities and differences in the findings.
Unit 3, Lesson 3, Part C
Celebrations and Culture

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use Lesson vocabulary to describe popular and culture-specific desserts.
• Organize themselves as a group to prepare for a birthday party.

Materials:
Photos of various desserts
Magazines

Connecting to Culture
Let Them Eat Cake

Prepare Ahead:
• Photos of various desserts.

1. Discuss different types of desserts and their ingredients (la fruta, la leche, los huevos).
2. Ask students to talk about desserts they are familiar with from their homes or countries of birth. To help learners explain what the desserts look like, invite them to draw pictures of delicacies on the board.

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

It’s My Birthday!

1. Distribute magazines to the class. Instruct students to each cut out an image of an object; this will be their gift to take to an imaginary birthday party for you.

2. Tell the students that their goals are to acknowledge your birthday and give you a gift.

3. Explain that when you approach a student she should ask, “Es su cumpleaños?” After you reply affirmatively, engage her in a conversation about birthdays. Ask questions such as, “¿Cuándo es tu cumpleaños?” “¿Cuántos años vas a cumplir?”

4. During your conversation, the student should tell you she has a gift for you, hand it to you, and explain what it is.

5. Continue the process until you have conversed with and received a gift from each student.

Assessment

Birthday Parties

1. Students should write eight sentences about the gifts given to you during the previous Focus activity. Encourage learners to vary the formats of their sentences and to provide as many details as possible.

2. Collect papers and evaluate.

Word of the Day: cumpleaños
Unit 3, Lesson 3, Part D
Journal Activity–Minding Your Ps and Qs

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about observed differences across cultures concerning manners.

Being Creative
Minding Your Ps and Qs

You may wish to take this opportunity to explain the terms for manners and being polite, which are taught later in the Rosetta Stone software.

Direct students to describe (in their journals) differences they have observed in terms of appropriate behavior—what can and can’t be done—in different cultures they have experienced. (If a student is familiar with only one culture, have her write about what is appropriate behavior in her culture.) Students should use **puede, no puede, and tiene que** in their journal entries.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Engage students in personal and cultural conversations about birthday and coming-of-age customs.

**Materials:**
Photos of bar mitzvah or bat mitzvah ceremonies
Photos of quinceañera celebrations
Photos of cotillions

**Connecting to Culture**
*Celebrate Around the World*

**Prepare Ahead:**
• Photos of birthday or coming-of-age events that occur in different cultures, such as bar mitzvah or bat mitzvah ceremonies, quinceañera celebrations, cotillions, and others.

1. Show photos of different birthday or coming-of-age celebrations that occur in other cultures. Discuss the differences, traditions, and importance of these events.

2. Ask learners about their own birthday or coming-of-age customs.

3. Direct students to spend twenty minutes writing about these personal events and how they reflect their cultural heritage. Encourage them to describe details about the ceremonies or festivities associated with these customs, including food, gifts, clothing, music, and so on.

**Bloom’s Taxonomy:** Analysis

**Multiple Intelligences:** Visual-Spatial
Grammar & Usage
Unit 3, Lesson 4

Grammar

Adverbs of Manner
Review with learners that adverbs describe verbs, adjectives, or other adverbs. Explain that adverbs are invariable and do not change according to gender or number. When they are modifying a verb, adverbs of manner appear after the verb they are modifying, and describe how an action is performed.

- Yo canto bien.
- Él nada mal.
- Él cocina bien.
- Ella cocina mal.
- Ella canta bien.
- Ella maneja mal.
- Ellos bailan bien.
- Ellos jugaron mal el lunes.

Grammar

Accepting and Declining Invitations
Review the terms students have learned in this Lesson that will help them plan social events. Discuss the vocabulary found in these dialogues:

Accepting

¿Puedes venir a mi fiesta esta noche?
Sí. Estoy libre.

¿Puedes venir al partido el jueves?
Sí. Estoy libre el jueves.

Declining

¿Puedes ir al concierto esta noche a las ocho?
Lo siento, no puedo. Estoy ocupada esta noche.

¿Quieres jugar al fútbol esta tarde?
Lo siento, estoy ocupado. Tengo que trabajar.
Unit 3, Lesson 4, Part A
Music and Forms of Good and Bad

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Make a distinction and use the terms bueno/a and bien in their proper context.
• Summarize a review and draw conclusions about the author’s opinion from cues found in the text.

Materials:
Copies of Spanish-Language newspapers or magazine articles with reviews of movies, plays, books, or concerts

Skill Sharpener
It’s All Well and Good

Prepare Ahead:
• Sentences (15–20) containing bien or bueno/a. Format them with a blank where bien or bueno/a should be.

1. Write bien and bueno/a on the board and discuss the difference between these two words.

2. Read sentences aloud, one at a time, saying the word “blank” in lieu of either bien or bueno/a. For example:
   Susana canta ___.
   La comida es ___ en este restaurante.

3. Call on students to fill in the blanks with either bien or bueno/a.

4. If time permits, have students work in pairs to create at least three fill-in-the-blank sentences using mal, malo, or mala to challenge their peers.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Connecting to Culture
Critic’s Corner

Prepare Ahead:
• A newspaper or magazine article (one per student) that reviews or contains opinions about a movie, play, book, or concert.

1. Divide the class into pairs of students and distribute newspaper or magazine articles.

2. Each pair of students should read the article with one student reading it aloud to the other and his partner taking notes.

3. Together, the two learners should arrive at a conclusion as to the author’s opinion about the movie, play, book, or concert. Encourage them to note clues in the text that support their conclusion and to use these words: mal, mala, malo, peor, bien, bueno, buena and mejor.

4. Each pair will present its findings to the rest of the class, elaborating upon why they reached their conclusion.

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

Assessment
Entertainment Sentences

1. Instruct students to write one sentence for each of these words: el cine, la obra, el concierto, el restaurante, el libro, and el hotel.

2. Students should use a combination of the words bueno, bien, malo, aun mejor, mejor, peor, and aun peor to express an opinion related to each word. For example:
   La película es buena pero el libro es aun mejor.
   La mujer y el hombre en la película hablan bien, pero el niño habla aun mejor.

3. Collect sentences and evaluate for content.

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

Word of the Day:
mejor
Unit 3, Lesson 4, Part B
Busy and Free

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Compare days of the week to decide which of their days are the busiest.
• Use Lesson vocabulary to describe someone’s availability.

Materials:
Art paper
Colored markers, pens, or pencils
Scissors

Being Creative
Teófilo’s Calendar

1. On the board, create a calendar for an imaginary student named Teófilo. With input from your students, assign activities to some days (nadar, correr, comer en un restaurante) and leave some days open.

2. Ask students if Teófilo is free or busy on certain days. Encourage students to answer in complete sentences, adding details as appropriate. For example:
Él no está libre el catorce. Está ocupado porque corre en el parque.

You may wish to call on a student to ask the questions about Teófilo’s schedule.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual–Spatial
Focus

Busy Bee

1. Distribute construction paper, scissors, and pens. Explain to students that they will each be constructing an invitation for a party that will take place next week. In the invitation, they should include the time, place, date, and any extra information learners would like to provide.

2. When everyone is finished making their invitations, students should circulate around the room, approaching their peers and showing them their invitations.

3. Upon handing her invitation to a classmate, a student should ask a question, such as “¿Puedes venir a mi fiesta el dos de mayo?”

4. The other person should accept or decline based on availability. Students should carry an extra sheet of paper with them to keep track of invitations they have accepted; they should refer to this when asked to attend a classmate’s party.

5. An exchange between two students might include:
   
   Student 1: ¿Estás libre el dieciséis de abril?
   Student 2: (looking at the invitation and her list of obligations) No, lo siento. Estoy ocupada el dieciséis de abril a las siete y media.
   Student 1: No te preocupes.

6. Make sure all students have invited each other to their parties.

7. Ask the class questions about their party schedules.

**Assessment**

Comparing and Contrasting

1. Students should write five to seven sentences about how busy their weekends are, as compared to weekdays. Instruct them to address the activities that take up most of their time (homework, reading, playing soccer).

2. Collect papers and evaluate.

**Bloom’s Taxonomy:** Analysis

**Multiple Intelligences:** Interpersonal

**Bloom’s Taxonomy:** Synthesis

**Multiple Intelligences:** Verbal-Linguistic
Unit 3, Lesson 4, Part C  
Apology and Acceptance

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

• Use Lesson vocabulary and comic strip images to create their own dialogue.
• Write a dialogue using a given topic and incorporating Lesson phrases.

Materials:

   Newspaper comic strips (one per student)

Focus and Motivate

Comic Revision

Prepare Ahead:

• Copies of a newspaper comic strip with three or four panels (one per student).
  Use white correction fluid to hide the text in the comics.

1. Distribute copies of the comic strip.

2. Direct students to write a short dialogue between the characters that includes the phrases
   lo siento and no se preocupe.

3. Have learners read their dialogues aloud.

Bloom’s Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic
Being Creative  
*Contrite Characters*

1. After dividing the class into pairs of students, direct each group to write a script about two characters who use *lo siento* and *no se preocupe* in their ongoing dialogue throughout the course of a day.

2. Students should name their characters and attempt to use *lo siento*, and *no se preocupe* as often as possible.

3. Allow time for students to practice before performing their dialogues for the class in the following *Assessment* activity.

   ![Clock Icon]  🔄 ✔️ ✔️ ✔️ ✔️  Bloom’s Taxonomy: Application  
   Multiple Intelligences: Interpersonal

*Assessment*  
*Play Acting*

1. Have learners take turns performing the dialogues they wrote during the previous *Being Creative* activity.

2. After all groups have performed their dialogues, lead a discussion about the scenarios in which *lo siento* and *no se preocupe* were used. Highlight the meaning of these phrases and their appropriate use.

   ![Clock Icon]  🔄 ✔️ ✔️ ✔️ ✔️  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:
• Summarize reviews and make judgments using these reviews.
• Discuss the performances of singers, musicians, or dancers.
• Form opinions and state them in writing.

Materials:
Spanish-language magazines or newspapers (one per student) with reviews of fine-arts events

Classroom Community

In-Class Activity—Reviewing the Reviews

Prepare Ahead:
• Magazines or newspapers (one per student) with reviews of performances of musicians, singers, or dancers.

1. Direct students to each find two reviews pertaining to musicians, singers, or dancers.

2. Learners should then summarize the reviews in writing, focusing on keywords and phrases that reflect whether the reviewers felt the performances were good or bad.

3. Ask several volunteers to share their summaries with the class, then collect papers and evaluate.

Community Connection

Out-of-Class Activity—Interviews and Reviews

1. Instruct learners to interview their family and friends to find out who their favorite musicians, singers, or dancers are. Encourage them to discuss what the interviewees like most about the performer.

2. Students should try to listen to or watch a performance of at least one of the artists mentioned by their friend or relative.

3. Learners should then write a review of the performance and turn it in for your evaluation at the next class session.
Unit 3, Lesson 4, Part E
Journal Activity–The Good Arts

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• State their opinions in writing about the arts and artists.

Materials:
Spanish-language magazines or newspapers (one per student) with reviews of fine-arts events

Connecting to Culture
The Good Arts

Students should write about a performing artist, stating their opinions about the person’s musical, vocal, or dance talents. Suggest that they be specific about why they enjoy or dislike the artist’s work.
Unit 3, Lesson 5, Part A
Focused Activity–Reading Articles

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Read a newspaper article and discuss its message.

Materials:
Copies of a brief Spanish-language newspaper article (one per student)

Skill Builder
Reading Articles

Prepare Ahead:
• Copies of a brief newspaper article (one per student).

1. Distribute the article and direct students to scan it for familiar words, phrases, and sentences.

2. Instruct learners to read the article and jot down main points.

3. Lead a class discussion about the article, calling on individual learners to voice their observations and opinions.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:

• Write grammatically correct sentences that use Lesson terms in context.

**Extra Help**

*Rows of Grammar Fun*

1. Instruct students to each fold a piece of paper in thirds so it has three columns when opened up.

2. Write these pairs of words and phrases on the board:
   - venir/ir
   - salir/llegar
   - hablar/llamar
   - temprano/tarde
   - saber/no saber
   - aquí/allá
   - esto/eso
   - estos/esos
   - bien/mal
   - ocupado/libre

3. Have students copy the pairs of terms down the left column of their paper. Discuss possible related sentences using the first pair of words, *venir* and *ir*. For example:
   - ¿Jesús va a venir a mi fiesta?
   - No, quiere ir al cine.

4. Directly across from each word pair, in the center and right columns, learners should write two sentences that relate to each other and that each contain one of the paired words in the left column.

5. Have students discuss their examples.
Unit 3, Lesson 5, Part C
Focused Activity–Listening Carefully

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Take note of important information using only aural cues.

Extra Help
*Listening Carefully*

1. Each student should have a blank sheet of paper in front of them. Explain that you will be describing the traits of three imaginary people: Guadalupe Verdes, Naa-Young Kim, and Antony Espartero.

2. Assign each learner one of these people.

3. Instruct students to write the information pertaining to their assigned person as you read several sentences about the three people. For example:
   - Guadalupe Verdes es una alumna de universidad.
   - Naa-Young Kim baila en la fiesta.
   - Antony Espartero va a la playa.
   - Naa-Young Kim llama a su madre.
   - Antony Espartero va a llegar tarde.
   - El cumpleaños de Guadalupe Verdes es el tres de septiembre.

4. Ask students to compare their lists and discuss differences and similarities.

![Timer](image)
Unit 4

Dining and Vacation

Grammar & Usage: Future Tenses; The Adverb Muy
Lesson 1a: Expectations About the Future
Lesson 1b: Asking and Answering
Lesson 1c: Dining In and Dining Out
Lesson 1d: Journal Activity–Dinner at My House
Grammar & Usage: Negation, Types of Things
Lesson 2a: Music and Art
Lesson 2b: Cities
Lesson 2c: Seek and Find
Lesson 2d: Review
Lesson 2e: Journal Activity–Music Review
Grammar & Usage: Expressing Emotions, Sequencing Events
Lesson 3a: Worship Sites and Basic Emotions
Lesson 3b: Length of Time
Lesson 3c: Sequencing
Lesson 3d: Latin American Cultural Activity–Latin American Music
Lesson 3e: Journal Activity–Travel Agent
Grammar & Usage: Possession, The Indefinite Adjective Mucho
Lesson 4a: Vacations
Lesson 4b: Quantity and Ability
Lesson 4c: Going to the Beach
Lesson 4d: Review
Lesson 4e: Journal Activity–Stranded on an Island
Lesson 4f: International Cultural Activity–Machu Picchu
Lesson 5a: Enrichment Activity–Lost and Found
Lesson 5b: Focused Activity–Reading Paragraphs
Lesson 5c: Focused Activity–Vocabulary Mobile
Lesson 5d: Focused Activity–Speak, Repeat, and Remember
Lesson 5e: Level 2 Review: Radio Broadcast–Part 1
Lesson 5f: Level 2 Review: Radio Broadcast–Part 2

135
Unit 4: Dining and Vacation

Introduction to Unit 4

In this wide-ranging Unit, your Spanish-language learners will learn to converse about a variety of topics, including dining in restaurants and at home, vacations, stating predictions for the future, music and art, looking for and finding things, and describing actions in proper sequence. Students will also learn how to ask questions that help them solve unknowns with deductive reasoning.

Teaching Unit 4

By now, your students have ample vocabulary and grammar skills to compare and contrast things and ideas. As this new Unit progresses, you will be helping them as they develop new ways to discuss their likes and dislikes and express their points of view. No longer will conversations seem two dimensional. As learners describe their opinions, they will have new vocabulary to express their emotions.

Lesson 1a: Expectations About the Future

Laughter is sure to ensue today as your students have free rein to write fortunes for fortune cookies, as a means of practicing Spanish vocabulary used to state predictions about what will happen in the future.

Lesson 1b: Asking and Answering

The game Twenty Questions is an old favorite and in this Lesson it will serve as a lively way for your students to practice formulating questions that challenge them to use deductive reasoning to zero in on mystery answers.

Lesson 1c: Dining In and Dining Out

This Lesson introduces more detailed vocabulary and real-life situations related to dining than students have encountered before. Today they will practice these new concepts through a table-setting exercise and role-playing in a mock restaurant.

Lesson 1d: Journal Activity–Dinner at My House

Eating at home versus eating in a restaurant are quite different experiences. Today students will compare these as they write in their journals.

Lesson 2a: Music and Art

Today’s Lesson lets students play the role of critic as they listen to music and look at paintings or photos and communicate with you and their peers about their personal tastes in music and the visual arts.

Lesson 2b: Cities

This Lesson revisits the topic of the city map, which students were introduced to in Level 1 of the Rosetta Stone® software. Now, students are able to converse about landmarks, directions, and events that happen or happened at certain locations represented on a city map. Today they are challenged to do so in tandem map-drawing and conversation assignments.

Lesson 2c: Seek and Find

A game of Caliente y Frío and a script-writing and performance exercise offer your students opportunities to practice writing and speaking about looking for and finding items and locations. As well, these activities encourage skill-building in terms of interpersonal collaboration toward common goals.

Lesson 2d: Review

You will need to prepare ahead for this energetic and thought-provoking review—disguised as a relay race—by filling envelopes with a variety of written challenges that are detailed on the Lesson plan pages. Teams of students will compete against each other to see which can be the first to finish activities that put their vocabulary and grammar skills to the test.

Lesson 2e: Journal Activity–Music Review

Almost everyone has a favorite musical group they enjoy listening to. In today’s Journal Activity, students will write a review of a performance of their favorite group.

Lesson 3a: Worship Sites and Basic Emotions

Vocabulary words for two diverse topics are introduced in separate sections of today’s Lesson: types of buildings associated with world religions and basic human emotions. First, class discussion will revolve around images of mosques, temples, churches, and synagogues. Next, student groups will write and perform short skits incorporating vocabulary and dialogue centering on emotions.

Lesson 3b: Length of Time

Three activities in today’s Lesson will help your students grasp the concept of time, as it relates to being engaged in performing an activity or being somewhere.
Lesson 3c: Sequencing
Visual cues—a map and illustrations of a mountain and hill—will be the focal points for activities in today’s Lesson. Your students will practice talking about the actions of going up and going down, and will describe, in order, the comings and goings of an imaginary character by using the terms primero, después, and por último.

Lesson 3d: Latin American Cultural Activity—Latin American Music
This is a toe-tapping opportunity for you and your students to listen to and explore traditional and modern American music. Make the class period more all-embracing by asking learners their opinions about various types of music, and to share with you and their peers the music from their home cultures.

Lesson 3e: Journal Activity—Travel Agent
Let students wear the hat of a travel agent today as they choose a country and write a fact-loaded advertisement that will attract potential travelers.

Lesson 4a: Vacations
The concept of a vacation may be new to some students, so let your class know that their imaginations should run free today as they discuss and write tales about vacations, using the wide range of new vocabulary presented in this Unit.

Lesson 4b: Quantity and Ability
Today’s Lesson gets a jump start by incorporating photographs as tools to help students comprehend the concepts of uncountable amounts. Next, students will participate in a category-based activity that gives them practice with communicating about the sometimes difficult concept of being able to do things.

Lesson 4c: Going to the Beach
You will need some art supplies for this Lesson, in which students will focus on words and phrases that describe the sights, sounds, and pleasures of spending time at the beach.

Lesson 4d: Review
This review will provide students with an opportunity to firm up their command of travel-related words and concepts, and draw upon vocabulary learned in earlier Lessons. After creating a paper suitcase filled with imaginary items, students will describe the contents to their peers. Later, outside of class, they will interview two people about their travels, then sum up the interviewee’s experiences in writing.

Lesson 4e: Journal Activity—Stranded on an Island
Students’ imaginations can set sail today as they write in their journals about being a lone castaway on a small island.

Lesson 4f: International Cultural Activity—Machu Picchu
Machu Picchu comes alive as small groups of learners conduct Internet or library research, write a report, and present their findings about architecture, games, food, art, and other aspects of life in Machu Picchu.

Lesson 5a: Enrichment Activity—Lost and Found
For those students excelling in their command of Spanish, this long-term activity—writing a mystery story—will provide an engaging challenge that they can do independently on a timetable best suited to their schedules.

Lesson 5b: Focused Activity—Reading Paragraphs
One paragraph at a time, students will read aloud to their peers round-robin style, then switch paragraphs and read again. As a follow-up, you may find it beneficial to ask questions about content to those needing this extra reading assistance.

Lesson 5c: Focused Activity—Vocabulary Mobile
Bring wire coat hangers, string, and other craft supplies to this class as students will each be designing a three-dimensional mobile highlighting Spanish vocabulary words they have found challenging.

Lesson 5d: Focused Activity—Speak, Repeat, and Remember
Through a variety of one-word-at-a-time speaking exercises that follow your lead, students will build upon previous words spoken and ultimately say complete sentences out loud in front of their peers.

Lesson 5e: Level 2 Review: Radio Broadcast—Part 1
Bring a radio to class for this first of a two-part Review of Level 2. After your students listen to a radio broadcast of news, commentary, and commercials, they will discuss the content and format of the program. Then, groups of students will collaborate to write a mock radio broadcast of their own to be performed during the next class session.

Lesson 5f: Level 2 Review: Radio Broadcast—Part 2
As a wrap-up to Level Two, your students will perform the radio scripts they previously wrote. This is sure to be an engaging class as the novice broadcasters report on local news and events and put their vocal talents to the test with commercials.
Grammar & Usage
Unit 4, Lesson 1

Grammar

Future Tenses

Review the future tense and how it is created with the class.
form of *ir* + *a* + infinitive
El jueves voy a mirar televisión.
Ellos van a jugar al fútbol.

Explain that another way of describing events that will happen in the future is to add the following endings to the infinitive forms of regular verbs (note that the endings are the same for all three regular verbs):

- **-ar, -er, -ir verbs**
  - yo -é
  - tú -ás
  - él/ella/usted -á
  - nosotros -emos
  - ellos/ellas/ustedes -án

Mañana te compraré unos jeans nuevos.
Algún día tú serás alto.
Algún día caminará en la luna.
Nosotros viviremos aquí.
Algún día estos árboles serán muy altos.

This might be a good time to introduce the irregular verbs in the future tense, some of which are used in this Lesson.

Grammar

The Adverb *Muy*

Discuss the following with students:
The word *muy* is an adverb of degree, which means that it describes the intensity of an adjective or another adverb. *Muy* is placed before the adjective or adverb it modifies, as in the following sentence:
Esta puerta es muy pequeña.

In the example above, *pequeña* is an adjective that describes the door, and *muy* is an adverb that describes the degree to which the door is small. Additional examples:

El perro es muy pequeño.
Este reloj es muy grande.
Algún día estos animales serán muy grandes.
Esto está muy picante.
Unit 4, Lesson 1, Part A
Expectations About the Future

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Make predictions about what may happen in the future.
• Create future expectations and goals for themselves.

Jump Start
What Will You Do?

1. Introduce the word harás by asking students:
   ¿Qué harás después de la escuela hoy?  
   ¿Qué harás este sábado?

2. Encourage students to answer using verbs in the future tense. For example:
   Jugaré al fútbol después de la escuela.  
   El sábado, visitaré a mi abuela.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative
Fortune Cookies

1. Have learners write one or two sentences to create text for imaginary fortune cookies. For example:
   Tendrás 7 hijos.  
   Tu papá cocinará pollo para tu familia en la cena de mañana. No sabrá bien.  
   Mañana lloverá y no tendrás un paraguas.

2. Each student should cut their fortune out and put it in a hat.

3. One at a time, have students pull a piece of paper out of the hat and read it out loud.

4. Encourage students to offer suggestions if the sentences need improvement.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal
Assessment

What Do You Want to Be When You Grow Up?

1. Have students write four to six sentences about what they will be or achieve when they are adults. Instruct them to be as creative as possible. For example:
   Algún día visitaré la ciudad en Rusia donde mis padres fueron a la escuela.
   Después de la escuela secundaria, estudiaré matemáticas porque quiero ser maestra.
   Después de la universidad, comeré en un restaurante los siete días de la semana.
   Tendré tres hijos, una casa grande y tres perros.

2. Collect sentences and evaluate.

   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Intrapersonal
Unit 4, Lesson 1, Part B
Asking and Answering

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Formulate questions in order to identify something unknown.
• Explain and assess an activity to demonstrate what they learned.

Jump Start
What Are Questions?

Introduce the words **muy, algo, pregunta, le pregunta, and le contesta** by asking your students several questions. For example:
Tengo una pregunta. ¿Hay algo aquí que es muy pequeño?
Tengo una segunda pregunta. ¿Hay algo (muy caro) aquí?

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

Engage and Explore
Twenty Questions

1. Instruct students that they will be playing **Twenty Questions** in small groups.

2. Divide the class into groups of four to six students.

3. Have each group divide itself in half. Half of the students in each group will be asking questions, the other half will be answering them.

4. Each “asking group” should quietly decide on a mystery person, animal, place, or object.

5. Each “answering group” group will be allowed up to twenty questions to determine the identity of the other group’s mystery person, animal, place, or object. Questions should be phrased so they can be answered only with “sí” or “no.”
6. In their respective groups, students should take turns asking questions or replying. Each query or answer should be prefaced by “Yo pregunto” or “Yo contesto.” The dialogue between groups should resemble:

   Asking group:       Yo pregunto: ¿Es muy grande?
   Answering group:   Yo contesto: No, no es muy grande.
   Asking group:       Yo pregunto: ¿Es un animal?
   Answering group:   Yo contesto: No, no es un animal.

The back-and-forth dialogue continues until the maximum of twenty questions has been asked, or until a student correctly guesses the unknown person, animal, place, or object. For example:

   Asking group:       Yo pregunto: ¿Es un caballo?
   Answering group:   Yo contesto: Sí, es un caballo.

7. Groups should switch roles and play again.

Assessment

Final Thoughts

Instruct learners to write five sentences recalling or evaluating their experiences during today’s Engage and Explore activity. For example:

   Mientras Patrick estaba preguntando, yo estaba contestando.
   Me gustaba contestar más que preguntar.
Unit 4, Lesson 1, Part C
Dining In and Dining Out

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use Lesson vocabulary to describe spatial placement.
• Converse about dining experiences.

Jump Start
Set the Table

1. Draw a rectangle on the board and tell your class that it represents a dinner table.

2. Call on one learner at a time to come to the board and help set the table by drawing one item in its proper place on the table. Items could include: tenedor, cuchara, cuchillo, servilleta, pimienta, sal, taza, plato, tazón.

3. The first student, for example, might draw a plate. He should ask his classmates what it is, then call on volunteers to answer.

4. When someone has answered correctly, that student should come to the board, draw another item on the dinner table, and ask its identity.

5. Continue the exercise until the table is set.

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

Focus
Dining Out

1. Divide the class into groups of three students. Advise each group to role-play a restaurant scenario, with one student as the waiter and the other two students as patrons.

2. Each group should have a conversation similar to the one noted on the facing page.
Sample conversation:

Waiter: ¿Qué necesita?
Patron 1: ¿Cuál es la sopa del día?
Waiter: La sopa del día es sopa de pollo picante.
Patron 2: Discúlpeme, tengo una pregunta.
Waiter: Sí.
Patron 1: ¿Me puede traer una servilleta y un cuchillo?
Patron 2: Aquí la tiene pero está sucia.
Waiter: Aquí tiene una servilleta. ¿Quiere postre?
Patron 1: Sí, me gustaría la torta.
Patron 2: Quiero té y azúcar.
(Waiter serves food.)
Waiter: ¿Le gusta la comida?
Patron 1: Sí. El pollo está picante y el postre de limón está muy dulce.
Patron 2: ¿Me puede traer más té, por favor?

Assessment

Restaurant Review

1. Ask students to reflect upon and write about a recent dining experience. They should use Lesson vocabulary to describe the food and the service, if at a restaurant.

2. Collect papers and evaluate.
Unit 4, Lesson 1, Part D
Journal Activity–Dinner at My House

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss the style of food and dining in their home.

Being Creative
Dinner at My House

1. Instruct students to write about mealtimes at home.

2. Learners should describe how their table is set, how and what foods are typically served, and who is usually present.

3. Have students also write about the differences between dining at home and at a restaurant.
Grammar & Usage
Unit 4, Lesson 2

Grammar
Negation
Discuss the following:
When students wish to express the converse of something, indicate that something is not occurring, or illustrate the lack of a characteristic, they may state the negative of a statement by inserting no immediately before the verb:

- Esta montaña no es famosa.
- Este café no está en el centro de la ciudad.
- Los hijos no cocinan. El padre cocina.
- El perro y el gato no viven en un zoológico.

Grammar
Types of Things
Remind learners to use the word tipo when describing an item in relation to its category.

- La naranja es un tipo de fruta.
- Una rosa es un tipo de flor.
- Una pintura y una foto son tipos de arte.
- Todas estas personas están tocando tipos de instrumentos diferentes.
Unit 4, Lesson 2, Part A
Music and Art

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Evaluate different types of music and art according to their personal tastes.
• Use writing and speech to communicate their opinions on the topics of art and music.

Materials:
Radio
Art books (preferably Latin American artists)

Jump Start

Who Likes Art and Music?

1. Introduce Lesson vocabulary by discussing the concepts of art and music. Ask students if they are involved with either in any way. For example:
   ¿Quién estudia arte?
   ¿Cuántos tipos de arte hay?
   ¿Qué son?
   ¿Quién estudia música?
   ¿Cuántos tipos de instrumentos hay?
   ¿Qué son?
   ¿Estás en una banda?

2. Students will respond. For example:
   Estoy en la banda porque me gusta la música. Toco el tambor.
   Quiero trabajar en arte después de la universidad. Estudiaré pintura en la universidad.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Connecting to Culture

*Bands on the Radio*

1. Play a song on the radio for a few minutes.

2. While the song plays, ask students if they like it or not. Ask students to identify what types of instruments are being played on the radio.

3. Talk about the differences and similarities between the music that is playing and other types of music on other stations.

4. Invite students to describe the types of music they enjoy. For example:
   
   No me gusta esta música. La música que me gusta es rápida y tiene tambores y guitarras.
   No me gustan los pianos o la música lenta. La banda que me gusta toca en un restaurante en el centro los miércoles. Escucharemos la banda y bailaremos.

5. Ask learners whether they agree with their classmates who have expressed opinions.

Assessment

*Paintings and Photos*

1. Display several art books with paintings and photographs.

2. Have students choose a photo or a painting they like and write a brief critique of it.
   
   For example:
   Me gusta esta pintura porque es antigua y famosa. En la pintura, hay colinas con pasto, flores y árboles. El pasto es verde y los árboles son muy grandes. Las flores están muy cerca pero los árboles no. El cielo en la pintura es azul y no está nublado.

3. Collect critiques and evaluate.

Word of the Day:

*antiguo*
Unit 4, Lesson 2, Part B
Cities

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Design a map of an actual or imaginary area using known vocabulary.
• Interpret a map and discuss content and spatial relations.

Materials:
- Rulers
- Large paper
- City map
- Art supplies

Jump Start
Our City’s Vocabulary

Have students recall Lesson vocabulary by taking turns writing words on the board that relate to cities. Suggest that students focus on objects they will be able to draw onto a map.

Leave the words written on the board for the remainder of class to serve as a visual aid while students work on the next two activities.

Clock icon: 4/4/4/4 Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Bodily-Kinesthetic
Being Creative

*Classroom Cartographers*

1. Introduce the concept of a city map. If possible, show an example.

2. Explain to students that they will be drawing a map of a city. They may use a realistic style or abstract interpretation.

3. Students should include as much known vocabulary as they can by labeling all of the buildings, landmarks, and important monuments found around the city. Encourage them to be as creative and original as possible. In addition to naming places (*zoológico, estatua, parque, hospital*) they should personalize their maps. For example:
   - Estos son los restaurantes que me gustan.
   - Había una estatua antigua aquí cuando mi abuela era una niña pequeña.
   - Ahora es un aeropuerto.

Assessment

*Reading Maps*

1. Divide the class into groups of three or four students.

2. Have students trade their maps within their groups. As they locate different items of interest on the map, students should notify the map’s designer. For example:
   - Encontré el zoológico. Está al lado del hospital.
   - Encontré tu casa. Está cerca del parque.

3. Students should also discuss the differences and similarities in their maps. For example:
   - El parque en tu ciudad es muy pequeño.
   - Hay dos parques en mi ciudad y son muy grandes.
Unit 4, Lesson 2, Part C
Seek and Find

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Find a hidden object using known terms as clues.
• Develop and perform a dialogue that gives directions for finding something.

Materials:
A ball

Jump Start
Hot and Cold

1. To practice encontrar and buscar play a game of Caliente y Frío with your class.
2. Send one student into the hallway.
3. Have a student hide a ball somewhere in the classroom.
4. Bring the student from the hall back into the classroom and tell him that he is looking for a ball and that, as he searches he must ask the class if he is caliente or frío. Explain to the class that caliente means they are near the hidden ball and frío means they are far from it.
5. The searching student should take his cues from the class until he finds the ball. Then, the student announces: “Lo encontré.”
6. If time permits, start over with different students.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Being Creative

Help, I’m Lost!

1. Instruct your students to write a dialogue, with a partner, about being lost and looking for a location. Learners should write six to ten sentences total. For example:
   - Student 1: Por favor ayúdeme. Estoy buscando la escuela. Mi hija está en una obra de teatro y es tarde.
   - Student 2: Yo puedo ayudarle. La escuela no está muy lejos de aquí. Está cerca del supermercado.
   - Student 1: Gracias. ¿Cómo llego allá?
   - Student 2: Primero, siga derecho en esta calle. Después del supermercado, doble a la izquierda. Después de la cuarta calle, la escuela estará a la derecha.
   - Student 1: Gracias por su ayuda.
   - Student 2: De nada.

2. When finished writing, partners should quietly practice reading their dialogues to each other, in preparation for performing for the whole class.

   ![Clock icon] Bloom’s Taxonomy: Synthesis
   ![Clock icon] Multiple Intelligences: Interpersonal

Assessment

Dialogue Performance

1. Have groups take turns performing their dialogues for the class.

2. Ask the performers questions and encourage other students to do the same. For example:
   - ¿Cuánto tiempo toma llegar allá?
   - ¿Puedo sacar fotos en el museo?

3. Ask the rest of the class to answer questions about the content of the other groups’ dialogues.

   ![Clock icon] Bloom’s Taxonomy: Application
   ![Clock icon] Multiple Intelligences: Interpersonal
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Work with a team to follow instructions and complete tasks.
- Use known terms in various ways during a competitive activity.

Materials:
- 16 envelopes

Classroom Community

**In-Class Activity—Relay Race**

Prepare Ahead:
- Write these game categories on the board: **ciudad, cena, banda, arte**.
- Prepare four sets of envelopes for each of the above categories; label the outside of each envelope accordingly.
- Envelopes for each game category should contain identical tasks for teams to complete.
  - See below and facing page for a list of instructions to include in each envelope.
- Fasten envelopes to the board beneath their corresponding categories.

1. Divide the class into four teams. Let them know that they will be competing in a relay race. Teams will be challenged to complete four games that review concepts learned in this Lesson. During the games, you, the teacher, will be the judge to determine whether teams successfully complete their games. Explain the procedure, which follows.

2. Tell students that the envelopes on the board contain the game instructions that each team must complete before moving on to the next game in another envelope. The four categories are clues as to the subject matter of each game.

3. When you say “Go!” a member from each team should go to the board, select an envelope from beneath any category, and return to her team.

4. Team members should open their envelope, read the enclosed instructions, and work together to complete the required tasks. Remind students that they should only provide one set of answers per team.

5. When a team has completed all tasks in a game, one team member should show you the group’s work. You will either give the team permission to advance to another game or you will say “¡Otra vez!” This will require quick responses on your part. (You will need to explain to students that “otra vez” means “one more time.”)

6. A team that has the go-ahead to advance to another game should send one member to the board to choose an envelope from a game it has yet to play.
7. Play continues until a team is declared the winner by completing all games successfully.

*Include these instructions in each envelope per game category:*

**Game 1: Ciudad**

Write answers to these questions:
- ¿Qué es algo que encuentras en un café?
- ¿Qué es algo que encuentras en un cine?
- ¿Qué es algo que encuentras en un zoológico?
- ¿Qué es algo que encuentras en un hospital?
- ¿Qué es algo que encuentras en un estadio?
- ¿Qué es algo que encuentras en una farmacia?
- ¿Qué es algo que encuentras en un restaurante?
- ¿Qué es algo que encuentras en una escuela?
- ¿Qué es algo que encuentras en una fábrica?
- ¿Qué es algo que encuentras en una librería?

**Game 2: Cena**

Write twenty words about dinner.

**Game 3: Banda**

Draw pictures of all these words:
- concierto
- músico
- guitarra
- cantante
- tambor
- banda
- bailarina
- piano
- instrumentos

**Game 4: Arte**

Write eight sentences using these words and do not use any word more than one time:
- museo
- fuente
- foto
- antiguo
- estatua
- pintura
- arte
- escuela

**Community Connection**

*Out-of-Class Activity—Why I Love My City*

1. Instruct students to take note, during the coming weekend, of the features they love about their city or town.

2. Learners should then write two or three paragraphs describing these features. Encourage them to include suggestions about places to visit and activities to enjoy in their city or town.

3. Ask students to bring their paragraphs to the next class session, when you will call on volunteers to share what they have written.
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write a critique of a musical performance.

**Being Creative**

*Music Review*

1. Instruct students to choose a musical group that they enjoy.

2. Learners should then write a review of one song or line performance by these artists.
Grammar & Usage
Unit 4, Lesson 3

Grammar
Expressing Emotions
Review the uses of ser and estar with students:

Ser is used to describe characteristics or to describe someone:

La segunda persona de la cola es rubia.
Algún día tú serás alto.
Nosotros éramos jóvenes. Ahora somos mayores.

Estar expresses conditions such as the emotions presented in this Lesson:

Están contentos porque están en la playa.
La niña está triste porque no encuentra su perro.
Está enojado.

Grammar
Sequencing Events
Explain to learners that the terms primero, después, and por último describe the order of events:

¿Qué hiciste hoy?
Primer, corrí treinta minutos.
Después, fui al supermercado.
Por último, preparé la cena.
Unit 4, Lesson 3, Part A
Worship Sites and Basic Emotions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify buildings of worship through descriptions and visual recognition.
• Write a script that conveys emotions in various situations.

Jump Start
Picture IDs

Prepare Ahead:
• Photos and information about mezquitas, sinagogas, templos and iglesias.

1. Distribute photos with short descriptions attached. Descriptions should include the locations and ages of the buildings.
2. Have students display photos to the class and read the accompanying descriptions aloud.
3. Discuss the similarities and differences among mezquitas, sinagogas, templos, and iglesias.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Being Creative

Know Your Feelings

1. Divide the class into groups of three students.

2. Assign each group one of the following emotions:
   - feliz
   - triste
   - enojado

3. Direct learners to develop a script that illustrates their emotion. For example:
   
   Anya: Hola, Joanna y Nicolai. ¿Cómo están?
   Joanna: Esta es una mala semana para Nicolai y un mal día para mí.
   Nikolai: Sí, estoy enfermo y estoy buscando a mi perra, Bella.
   Anya: Lo siento. ¿Por qué estás triste, Joanna?
   Joanna: Estaba buscando a Bella y ahora no sé dónde está mi zapato.
   Nikolai: Está lloviendo y no tenemos dinero para un taxi.
   Anya: Yo tengo mi carro. Los llevaré a su casa.
   Nikolai y Joanna: ¡Gracias!

3. Save scripts for the following Assessment activity.

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

Assessment

Actions and Emotions

1. As students remain in their groups from the earlier exercise, have teams take turns performing their skits about emotions, using the scripts they developed during the previous Being Creative activity.

2. After each performance, encourage audience members to guess the emotion portrayed.

3. When all groups have performed, lead a brief discussion about the emotions on display during the skits.

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

Word of the Day: por último
Unit 4, Lesson 3, Part B
Length of Time

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Answer questions concerning length of time.
• Derive answers about travel location and time from conversations.

Prepare Ahead:
• Index cards with numerals (one per student).

Skill Builder
Card Games

1. Distribute one index card to each student.

2. Ask questions with the phrase cuánto tiempo. For example:
   ¿Cuánto tiempo puedes nadar?
   ¿Cuánto tiempo estarás en clase?

3. Students should answer according to the number on their card, using the appropriate unit of time. For example:
   Puedo nadar por tres (minutos/horas).
   Estaré en clase por doce (horas/días/semanas).

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
**Engage**

**Travels Abroad**

1. Have learners choose a country they would like to visit. Students should then decide when they would take their trip and how long they would stay.

2. Invite students to ask each other questions such as the following:
   - Student 1: ¿Adónde vas?
   - Student 2: Voy a [país].
   - Student 1: ¿Cuánto tiempo estarás en [país]?
   - Student 2: Estaré en [país] por [número] [días/semanas/meses].

3. Advise learners to write down the information they have gathered. Then, ask several volunteers to report on their peers’ travel preferences.

**Assessment**

**Information Recall**

1. Ask questions that pertain to the information gathered in the previous Engage activity. For example:
   - ¿Cuánto tiempo estará Arturo en China?
   - ¿Quién va a Moscú?
   - ¿Cuánto tiempo estará Svetlana en Francia?

2. Call on learners to answer.
Unit 4, Lesson 3, Part C
Sequencing

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use visual cues to describe directions.
• Correctly order a sequence of events.

Focus and Motivate
Moving Up

1. After drawing a mountain and a hill on the board, draw the figure of a boy, girl, man, or woman running or walking up or down the mountain or the hill.

2. Students should describe the actions using sentences such as:
   El hombre sube la montaña.
   La niña baja la colina corriendo.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Engage and Explore
*Where’s Antonio?*

**Prepare Ahead:**
- World map.

1. After explaining that students should take turns describing the adventures of a fictional traveler named Antonio, ask three volunteers to approach the world map and point to a country or city.

2. Select a student to describe Antonio’s first activity, based on the location he selected. For example, a student who pointed to Italy might say, “Primero, Antonio fue a Italia. Cuando él estaba allá, nadó en el océano.”

3. Follow with the second and third students chronicling Antonio’s adventures (based on their chosen locations) using the terms **después** and **por último**.

4. Repeat Steps 1–3 with three students at a time, until everyone has had a turn.

**Assessment**

*Recollection and Writing*

1. Direct students to write nine sentences using **primero**, **después**, and **por último** three times each. One set of three sentences should describe morning activities, another set should outline afternoon endeavors, and the third set should recount evening pastimes.

2. Collect sentences and evaluate for content.

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*Bloom’s Taxonomy: Application*

*Multiple Intelligences: Visual-Spatial*

*Bloom’s Taxonomy: Synthesis*

*Multiple Intelligences: Intrapersonal*
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

- Discuss different types of music.
- Compare and contrast traditional and modern forms of Latin American music.

**Materials:**
- Examples of traditional and modern Latin American music
- Computer with Internet access

**Connecting to Culture**

*Latin American Music*

1. Introduce various forms of traditional Latin American music, such as the samba, tango, mariachi, rumba, and mambo. Use audio and video examples, or websites.

2. After presenting examples of modern Latin American music, lead a discussion that compares and contrasts traditional and modern forms of Latin American music. Include information about historical and cultural influences that are reflected in rhythms and styles.

3. Additional topics of discussion:
   - Comparisons of personal music preferences with traditional and modern Latin American music
   - Music preferences of relatives and friends

**Bloom’s Taxonomy:** Analysis

**Multiple Intelligences:** Musical-Rhythmic
Unit 4, Lesson 3, Part E
Journal Activity—Travel Agent

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Create an advertisement that describes the amenities a particular country has to offer.

Being Creative
*Travel Agent*

1. Explain to students that, in their role as travel agents, they should choose a country and write an advertisement to entice potential travelers to visit this destination.

2. Advertisements should include information about weather, transportation, lodging, dining, activities, and entertainment.
Grammar & Usage
Unit 4, Lesson 4

Grammar
Possession

Explain to students that prepositional phrases with de, de la, or del are used to specify possession or ownership. The phrase that shows possession follows the noun that is being owned:

Ella se queda en la casa de su abuela por una semana.
La madre de la niña no está sonriendo.
El piano del músico es blanco.

Grammar
The Indefinite Adjective Mucho

Remind learners that the term mucho must agree in number and gender with the mass or countable noun it modifies:

Hay mucho pasto.
Hay mucha agua.
Hay muchos veleros.
Hay muchas flores.
Unit 4, Lesson 4, Part A

Vacations

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Compare two paragraphs and describe differences in content.
• Write an original paragraph using Lesson vocabulary.

Focus and Motivate

What Is a Vacation?

1. Introduce the concept of a vacation as an extended trip for leisure or time away from school and work.

2. Ask questions about students’ vacations, for example, “¿Qué hiciste el verano pasado cuando no estabas en la escuela?”

3. Lead a brief discussion about different types of vacations.

Being Creative

Planning a Vacation

1. Explain to learners that they will be writing about a vacation they would like to take with their family and friends. Develop a class list of the words students might use in their paragraph, and write these terms on the board.

2. Advise students to answer questions such as the following when writing their paragraphs:
   - ¿Adónde voy?
   - ¿Cuándo llego?
   - ¿Cuánto tiempo me quedo?
   - ¿Cómo llego?
   - ¿Con quién voy?
   - ¿Qué voy a hacer allá?
Sample paragraph:
En julio vamos en carro al lago para acampar. Llegaremos el dos de julio y nos quedaremos por ocho días. Primero, acamparemos al lado del lago, cocinaremos afuera, nadaremos en el lago, y andaremos en nuestras bicicletas en las montañas. Después, vamos a alquilar un velero para ir a una de las islas en el lago y dormiremos allá. Hay una pequeña playa donde la gente canta y toca sus instrumentos por la noche. Voy con mis padres, mi hermana y mi amiga. Nos gusta acampar en el lago.

3. Have learners save their paragraphs for the following Assessment activity.

Assessment
Different Vacations

Prepare Ahead:
- Vacation paragraphs from the previous Being Creative activity.

1. Ask students to trade their paragraphs (from the earlier activity) with a partner.

2. Direct learners to write a minimum of five sentences that compare and contrast their partner’s vacation with their own. For example:
   Emilia va a la playa. Yo voy a las montañas.
   Emilia y yo vamos en carro a la playa y a las montañas.
   Emilia y yo vamos a nadar en el océano y en el lago.
   A Emilia le gusta correr. A mí me gusta navegar.
   Emilia va con su abuela y su hermano. Yo voy con mis padres, mi hermana y mi amiga.

3. Collect paragraphs and sentences, and evaluate.
Unit 4, Lesson 4, Part B
Quantity and Ability

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use categories to describe vocabulary.
• Classify groups and amounts by size.

Materials:
Photo of a large body of water
Glass of water, less than half full
Photos that illustrate mucho and algo de

Jump Start
A Lot of Water

1. Display the photo of the large body of water and ask, “¿Cuánta agua hay?”

2. Encourage students to respond using the term mucha.

3. Display the glass of water and ask, “¿Cuánta agua hay?”

4. Encourage students to respond using the term algo de.

5. Display photos that illustrate mucho and algo de. Encourage students to ask and answer questions using these terms.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Visual-Spatial
Engage

Categories

1. Write the following on the board:
   - poder, hacer (things that are possible)
   - no poder, no hacer (things that are not possible)
   - tiempo (anything having to do with weather)
   - playa, montañas (any vacation destination)

2. After dividing the class into two teams of students, explain that learners will take turns providing descriptions that match a selected category from the board. For example, if Team 2 chooses the second category, learners might respond in the following way:
   - Team 1, Student 1: No puedo manejar porque tengo 15 años.
   - Team 2, Student 1: No como pasto porque no soy un caballo.
   - Team 1, Student 2: Un pez no puede caminar.
   - Team 2, Student 2: Un perro no puede leer.

3. A round of play continues until a team runs out of ideas. The opposite team then selects a new category, as members from both teams again take turns with descriptions.

Assessment

I Think I Can

1. Have students write a minimum of five sentences about activities they are able to do. (Yo puedo ir al cine este viernes.)

2. Collect sentences and evaluate.

Word of the Day: alquila
Unit 4, Lesson 4, Part C
Going to the Beach

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the sights and sounds of a beach.
• Convey what they like about the beach and what they enjoy doing there.

Materials:
  - Magazines and newspapers
  - Scissors
  - Glue or tape
  - Art paper

Skill Sharpener
Beach Conversations

Engage students in a conversation about what they would expect to see at the beach. Ask questions such as:
  - ¿Qué lleva la gente en la playa?
  - ¿Qué hay para hacer en la playa?
  - ¿Puede mi perro venir a la playa?
  - ¿Está cerrada la playa por la noche?

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

Engage
Beach Collage

Prepare Ahead:
• Magazines and newspapers.
• Scissors.
• Glue or tape.
• Art paper.

1. Write the following words on the board:
   - las sandalias
   - el traje de baño
   - la toalla
   - los pantalones cortos
   - la playa
   - el velero
   - nadar
   - el cielo
   - los océanos
   - el sol

   - el pez
2. Distribute print materials, scissors, art paper, and glue or tape.

3. Direct students to create collages of the words on the board by cutting out photos from print materials and affixing them to art paper.

4. Students may also add words and hand-drawn illustrations to their collages.

5. Encourage students to interact with each other describing their pictures/collages in Spanish.

   ![Clock Icon]  
   Bloom’s Taxonomy: Application  
   Multiple Intelligences: Visual-Spatial

Assessment

**A Day at the Beach**

1. Have students write a paragraph about spending a day at the beach. Suggest that learners include descriptions of their clothing, favorite foods, preferred activities, and travel mates.

2. Collect paragraphs and evaluate.

   ![Clock Icon]  
   Bloom’s Taxonomy: Analysis  
   Multiple Intelligences: Intrapersonal
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the contents of a suitcase and explain their uses.

Materials:
Art paper
Magazines
Scissors
Tape

Classroom Community
In-Class Activity–Practice Packing

Prepare Ahead:
• Art paper, magazines, scissors.

1. Divide the class into pairs of students, and direct groups to construct a two-dimensional suitcase out of art paper. Students should create a character and pack this character’s suitcase for an extended trip. Learners may decorate the suitcase and write the character’s name on it.

2. Groups will also create suitcase items out of art paper or cut-out items from magazines. Students should place at least ten items in the suitcase.

3. After learners have finished packing their character’s suitcase, they will take turns explaining its contents to the class. For example: “José empaó su traje verde porque quiere visitar el museo en Barcelona.”
Community Connection

Out-of-Class Activity—Family Travels

1. Have students interview family members, friends or neighbors who speak Spanish about their travels. They should ask questions such as:
   ¿Cuánto tiempo te quedaste allá?
   ¿Qué viste?
   ¿Viste algún edificio famoso?

2. Students should then write a minimum of two paragraphs about their interviews.

3. Collect papers and evaluate for content.
Unit 4, Lesson 4, Part E
Journal Activity—Stranded on an Island

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Write a short story about an imaginary situation.

Being Creative
*Stranded on an Island*

Direct students to write a short story about being alone on a small island. Possible topics for learners to include in their short stories would be:
- items they would like to have
- foods they would be able to eat
- places to sleep
- their opinion of daily life on a deserted island
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:

• Research the topic of Machu Picchu and participate in a group project to report their findings.

Materials:

• Research materials
• Information about Machu Picchu
• Computer with Internet access

Engage and Explore

Ancient Rome

1. Introduce the topic of Machu Picchu to the class.

2. Divide the class into groups of three or four students and have them research an aspect of Inca culture. Topics may include architecture, vocations, leisure pursuits, art, or cuisine.

3. Allow time for each student to conduct his own research. If Internet access is available or Spanish materials about Rome are handy, encourage students to try researching Rome using Spanish-language material.

    Learners should then rejoin their groups and combine ideas to write a report. Encourage students to write a portion of the report in Spanish.

4. After each group takes a turn reporting to the class, lead a discussion that compares the culture of Machu Picchu with other cultures your students have studied.

Bloom’s Taxonomy: Synthesis

Multiple Intelligences: Interpersonal
Unit 4, Lesson 5, Part A
Enrichment Activity–Lost and Found

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Take ownership of their own learning process by choosing the topic and direction of a large project.
• Work independently outside the classroom setting.
• Meet a series of deadlines for a long-term project.

Being Creative

Lost and Found

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 keeping them on pace. 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.

1. Advise students that they will be writing a mystery story from the perspective of a dog that has lost its owner during an afternoon of play at the park.

2. After learners develop an outline, suggest that they list details about the characters and setting. Students should create a storyline with a clear introduction that sets the scene, and a middle section that takes the reader on a creative journey to find the missing human. The mystery’s ending should reunite the main characters and answer the questions of when, where, how, and why the human became lost in the first place.

3. Invite students to share their mysteries with the class.
Unit 4, Lesson 5, Part B  
Focused Activity–Reading Paragraphs

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Read a paragraph to a group of peers.

Extra Help  
Reading Paragraphs

Prepare Ahead:
• Copies of the following three paragraphs (one set per group).

Mi familia y yo alquilaremos un velero la semana que viene. Navegaremos en el océano y queremos acampar en una isla. Dormiremos en nuestra tienda de campaña grande. Yo nadaré y mi hermano preparará pescado para la cena.

Los niños están felices porque están en el cine. Ellos comerán chocolate y mirarán una película. La niña está muy feliz porque hoy es su cumpleaños. Después del cine habrá una fiesta con juegos y una torta.

Sam y yo caminamos en el centro a un restaurante que nos gusta. Esta noche hay una banda. Allá, escucharemos la banda y cenaremos. Me gusta más el músico que toca la guitarra.

1. Divide the class into groups of three students.

2. Distribute paragraphs, ensuring that each group member receives a different passage.

3. Have students take turns reading their paragraph to their group.

4. After everyone has had a turn, students should rotate paragraphs and repeat Step 3 until each member has read all three paragraphs.

5. Ask questions such as the following:
   ¿Quién preparará la cena?
   ¿Adónde irá la familia para acampar?
   ¿Por qué están felices los niños?
   ¿Qué están comiendo los niños?
   ¿Dónde quiere cenar Sam?
   ¿Qué hacen ellos cuando están cenando?
Unit 4, Lesson 5, Part C
Focused Activity–Vocabulary Mobile

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Categorize vocabulary terms according to similar themes.

Materials:
Wire hanger
String or yarn
Scissors
Art paper
Tape

Extra Help

Vocabulary Mobile

1. Develop, as a group, a list of vocabulary words and display this list on the board.

2. Direct students to categorize words according to similar themes. Examples may include:
   Activities
   Vacation destinations
   Worship sites
   Weather conditions

3. After each student selects two themes, she should then write the words from these categories on individual slips of paper. She may also draw pictures that represent these words.

4. Learners should then construct mobiles using art materials. Advise students to group words and drawings according to similar themes, and hang these items near each other.

5. Have students take turns displaying their mobiles to the group and explaining the categories of their words and drawings.
Unit 4, Lesson 5, Part D
Focused Activity—Speak, Repeat, and Remember

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Speak the words of a sentence in sequential order.

Extra Help

Speak, Repeat, and Remember

Prepare Ahead:
• Sentences such as the following:
  Me gustaría hacer una reserva.
  El niño baja las escaleras.
  ¿Te gustaría ir al restaurante por la tarde?
  La mujer y el hombre sonríen delante de la iglesia.
  Los niños se ríen en la fiesta de cumpleaños.

1. Encourage students to repeat sentences after you, a word or a few words at a time, in a way similar to the following example:
   Say the sentence, “Él está feliz.”
   Ask all students to repeat the sentence after you.
   Say “él” and ask a student to repeat this word.
   Say “está” and ask another student to repeat this word.
   Say “feliz” and ask a different student to repeat this word.
   Say “Él está feliz.” and ask the three students to repeat their words after you in the correct order.
   End with the entire group once again repeating the sentence after you.

2. Students may take turns as the sentence reader while you monitor the group’s reading pronunciation, and sequencing skills.
Unit 4, Lesson 5, Part E
Level 2 Review: Radio Broadcast–Part 1

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify known vocabulary in a radio broadcast.
• Work together to write scripts for radio monologues and dialogues.

Materials:
A radio or podcast broadcasting in Spanish

Review
Radio Broadcast–Part 1

1. Have students listen to fifteen minutes of a radio broadcast (choose a channel or program that focuses more on speaking and less on music).

2. Learners should write down all the vocabulary they recognize during the broadcast.

3. Discuss, as a class, what students heard and how much they were able to understand.

4. Divide the class into pairs of students.

5. Explain that each group will assume the roles of local radio personalities and write a script for a radio broadcast. The script will be performed during the next class.

6. Learners should prepare monologues and dialogues that are three to four minutes in length about topics that are typically covered during radio shows:
   current events (local, national, international)
   sports
   entertainment
   community calendar
   commercials

For example:
¿Te gustan los postres? ¡Sí! Mañana será tu día. Mañana, las tortas estarán a cinco dólares en la panadería al lado del hospital.

Va a haber más de cien perros en el parque el sábado que viene. Hay una fiesta para perros. Puede llevar a su perro. Empezará a las ocho de la mañana. ¡No llegue tarde!

El febrero que viene febrero, habrá un estadio nuevo al lado del lago. ¿Cuántos conciertos buenos podremos tener en nuestra ciudad?
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Perform a dialogue using known vocabulary.
• Describe details of radio broadcast performances.

Review

Radio Broadcast–Part 2

1. Students should perform their radio broadcasts, using the scripts they developed during the previous class.

2. Advise students to stand at the back of the class or behind a screen (where they can be heard, but not seen) while performing their monologues and dialogues.

3. Advise audience members to listen for details and take notes while each group performs its broadcast.

4. Ask follow-up questions (such as the following) after each performance:
   - ¿Cuánto costará una torta mañana en la panadería al lado del hospital?
   - ¿A qué hora empieza la fiesta de perros el sábado que viene?
   - ¿Dónde estará el estadio nuevo?
## Index of Lesson Activities

<table>
<thead>
<tr>
<th>Lesson ID</th>
<th>Pg#</th>
<th>Lesson Title</th>
<th>Activity Title</th>
<th>Min. Time</th>
<th>Level of Difficulty</th>
<th>Bloom’s Taxonomy</th>
<th>Multiple Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a</td>
<td>6</td>
<td>Travel and Destinations</td>
<td>After-School Destinations</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.1a</td>
<td>7</td>
<td>Travel and Destinations</td>
<td>Running Errands</td>
<td>25</td>
<td>Medium</td>
<td>Analysis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>1.1b</td>
<td>8</td>
<td>Spatial Relationships–Part 1</td>
<td>Holiday Travel</td>
<td>10</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>1.1b</td>
<td>8</td>
<td>Spatial Relationships–Part 1</td>
<td>Learning About Locations</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.1b</td>
<td>8</td>
<td>Spatial Relationships–Part 1</td>
<td>On Location</td>
<td>25</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>1.1b</td>
<td>9</td>
<td>Spatial Relationships–Part 1</td>
<td>Preferred Places</td>
<td>10</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.1c</td>
<td>10</td>
<td>Spatial Relationships–Part 2</td>
<td>Left and Right</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>1.1c</td>
<td>10</td>
<td>Spatial Relationships–Part 2</td>
<td>Holiday Travel</td>
<td>10</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.1c</td>
<td>10</td>
<td>Spatial Relationships–Part 2</td>
<td>Community Map</td>
<td>25</td>
<td>Moderate</td>
<td>Analysis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.1c</td>
<td>11</td>
<td>Spatial Relationships–Part 2</td>
<td>Directional Chain</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>1.1d</td>
<td>12</td>
<td>Journal Activity–My View</td>
<td>My View</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>1.2a</td>
<td>14</td>
<td>Exploring Ordinal Numbers</td>
<td>Orderly Ordinals</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>1.2a</td>
<td>15</td>
<td>Exploring Ordinal Numbers</td>
<td>Number Sense</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>1.2b</td>
<td>16</td>
<td>Directions and Location</td>
<td>Types of Travel</td>
<td>5</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.2b</td>
<td>16</td>
<td>Directions and Location</td>
<td>From Here to There</td>
<td>25</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>1.2b</td>
<td>17</td>
<td>Directions and Location</td>
<td>How Do You Get to School?</td>
<td>15</td>
<td>Moderate</td>
<td>Analysis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.2c</td>
<td>18</td>
<td>Review</td>
<td>In-Class Activity–Scenario Skits</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2c</td>
<td>19</td>
<td>Review</td>
<td>Out-of-Class Activity–Routine Interviews</td>
<td>45</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.2d</td>
<td>20</td>
<td>International Cultural Activity–Subway Scramble</td>
<td>Subway Scramble</td>
<td>45</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.2e</td>
<td>21</td>
<td>Journal Activity–How Do I Get There?</td>
<td>How Do I Get There?</td>
<td>5</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.3a</td>
<td>24</td>
<td>Telling Time</td>
<td>Timetable</td>
<td>30</td>
<td>Moderate</td>
<td>Analysis</td>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>1.3b</td>
<td>26</td>
<td>Arriving and Departing</td>
<td>Round-the-Clock Round Robin</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.3b</td>
<td>26</td>
<td>Arriving and Departing</td>
<td>Increments of Time</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>1.3b</td>
<td>27</td>
<td>Arriving and Departing</td>
<td>Traveling Abroad</td>
<td>25</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.3b</td>
<td>27</td>
<td>Arriving and Departing</td>
<td>In a Hurry</td>
<td>15</td>
<td>Medium</td>
<td>Analysis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>1.3c</td>
<td>28</td>
<td>Travel and Distance</td>
<td>Number Recognition</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.3c</td>
<td>28</td>
<td>Travel and Distance</td>
<td>Traveling Travelogues</td>
<td>25</td>
<td>Moderate</td>
<td>Analysis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>1.3c</td>
<td>29</td>
<td>Travel and Distance</td>
<td>Travelogue Interpretations</td>
<td>10</td>
<td>Medium</td>
<td>Knowledge</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>1.3d</td>
<td>30</td>
<td>Journal Activity–Traveling</td>
<td>Traveling</td>
<td>5</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
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<td>The Good Arts</td>
<td>25</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>3.3b</td>
<td>132</td>
<td>Focused Activity–Reading Articles</td>
<td>Reading Articles</td>
<td>25</td>
<td>Medium</td>
<td>Analysis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>3.3b</td>
<td>134</td>
<td>Focused Activity–Rows of Grammar Fun</td>
<td>Rows of Grammar Fun</td>
<td>25</td>
<td>Easy</td>
<td>Synthesis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>3.3c</td>
<td>133</td>
<td>Focused Activity–Listening Carefully</td>
<td>Listening Carefully</td>
<td>25</td>
<td>Easy</td>
<td>Comprehension</td>
<td>Naturalist</td>
</tr>
</tbody>
</table>

Index of Lesson Activities
<table>
<thead>
<tr>
<th>Lesson ID</th>
<th>Pg#</th>
<th>Lesson Title</th>
<th>Activity Title</th>
<th>Min. Time</th>
<th>Level of Difficulty</th>
<th>Bloom’s Taxonomy</th>
<th>Multiple Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1a</td>
<td>140</td>
<td>Expectations About the Future</td>
<td>What Will You Do?</td>
<td>10</td>
<td>Easy</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.1a</td>
<td>140</td>
<td>Expectations About the Future</td>
<td>Fortune Cookies</td>
<td>20</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.1a</td>
<td>141</td>
<td>Expectations About the Future</td>
<td>What Do You Want to Be When You Grow Up?</td>
<td>15</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.1b</td>
<td>142</td>
<td>Asking and Answering</td>
<td>Twenty Questions</td>
<td>10</td>
<td>Easy</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.1b</td>
<td>143</td>
<td>Asking and Answering</td>
<td>Final Thoughts</td>
<td>10</td>
<td>Medium</td>
<td>Evaluation</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.1c</td>
<td>144</td>
<td>Dining In and Dining Out</td>
<td>Set the Table</td>
<td>10</td>
<td>Easy</td>
<td>Analysis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.1c</td>
<td>144</td>
<td>Dining In and Dining Out</td>
<td>Dining Out</td>
<td>30</td>
<td>Medium</td>
<td>Application</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>4.1c</td>
<td>145</td>
<td>Dining In and Dining Out</td>
<td>Restaurant Review</td>
<td>10</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.1d</td>
<td>146</td>
<td>Journal Activity–Dinner at My House</td>
<td>Dinner at My House</td>
<td>10</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.2a</td>
<td>148</td>
<td>Music and Art</td>
<td>Who Likes Art and Music?</td>
<td>5</td>
<td>Medium</td>
<td>Analysis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.2a</td>
<td>149</td>
<td>Music and Art</td>
<td>Bands on the Radio</td>
<td>20</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Musical-Rhythmic</td>
</tr>
<tr>
<td>4.2a</td>
<td>149</td>
<td>Music and Art</td>
<td>Paintings and Photos</td>
<td>20</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.2b</td>
<td>150</td>
<td>Cities</td>
<td>Our City's Vocabulary</td>
<td>10</td>
<td>Easy</td>
<td>Comprehension</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>4.2b</td>
<td>151</td>
<td>Cities</td>
<td>Classroom Cartographers</td>
<td>20</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.2b</td>
<td>151</td>
<td>Cities</td>
<td>Reading Maps</td>
<td>15</td>
<td>Medium</td>
<td>Analysis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.2c</td>
<td>152</td>
<td>Seek and Find</td>
<td>Hot and Cold</td>
<td>10</td>
<td>Easy</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>4.2c</td>
<td>153</td>
<td>Seek and Find</td>
<td>Help, I’m Lost!</td>
<td>20</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.2c</td>
<td>153</td>
<td>Seek and Find</td>
<td>Dialogue Performance</td>
<td>15</td>
<td>Medium</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.2d</td>
<td>154</td>
<td>Review</td>
<td>In-Class Activity–Relay Race</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2d</td>
<td>155</td>
<td>Review</td>
<td>Out-of-Class Activity–Why I Love My City</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3a</td>
<td>158</td>
<td>Worship Sites and Basic Emotions</td>
<td>Picture IDs</td>
<td>10</td>
<td>Easy</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.3a</td>
<td>159</td>
<td>Worship Sites and Basic Emotions</td>
<td>Know Your Feelings</td>
<td>20</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Verbal-Linguistic</td>
</tr>
<tr>
<td>4.3a</td>
<td>159</td>
<td>Worship Sites and Basic Emotions</td>
<td>Actions and Emotions</td>
<td>15</td>
<td>Medium</td>
<td>Application</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>4.3b</td>
<td>160</td>
<td>Length of Time</td>
<td>Card Games</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.3b</td>
<td>161</td>
<td>Length of Time</td>
<td>Travels Abroad</td>
<td>30</td>
<td>Medium</td>
<td>Analysis</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.3b</td>
<td>161</td>
<td>Length of Time</td>
<td>Information Recall</td>
<td>5</td>
<td>Easy</td>
<td>Analysis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.3c</td>
<td>162</td>
<td>Sequencing</td>
<td>Moving Up</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.3c</td>
<td>163</td>
<td>Sequencing</td>
<td>Where’s Antonio?</td>
<td>20</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.3c</td>
<td>163</td>
<td>Sequencing</td>
<td>Recollection and Writing</td>
<td>15</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.3d</td>
<td>164</td>
<td>Latin American Cultural Activity–Latin American Music</td>
<td>Latin American Music</td>
<td>45</td>
<td>Medium</td>
<td>Analysis</td>
<td>Musical-Rhythmic</td>
</tr>
<tr>
<td>4.3e</td>
<td>165</td>
<td>Journal Activity–Travel Agent</td>
<td>Travel Agent</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.4a</td>
<td>168</td>
<td>Vacations</td>
<td>What Is a Vacation?</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.4a</td>
<td>168</td>
<td>Vacations</td>
<td>Planning a Vacation</td>
<td>25</td>
<td>Medium</td>
<td>Synthesis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.4a</td>
<td>169</td>
<td>Vacations</td>
<td>Different Vacations</td>
<td>10</td>
<td>Moderate</td>
<td>Evaluation</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.4b</td>
<td>170</td>
<td>Quantity and Ability</td>
<td>A Lot of Water</td>
<td>5</td>
<td>Easy</td>
<td>Comprehension</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.4b</td>
<td>171</td>
<td>Quantity and Ability</td>
<td>Categories</td>
<td>25</td>
<td>Medium</td>
<td>Analysis</td>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>4.4b</td>
<td>171</td>
<td>Quantity and Ability</td>
<td>I Think I Can</td>
<td>15</td>
<td>Medium</td>
<td>Application</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.4c</td>
<td>172</td>
<td>Going to the Beach</td>
<td>Beach Conversations</td>
<td>10</td>
<td>Medium</td>
<td>Application</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.4c</td>
<td>172</td>
<td>Going to the Beach</td>
<td>Beach Collage</td>
<td>20</td>
<td>Medium</td>
<td>Application</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>4.4c</td>
<td>173</td>
<td>Going to the Beach</td>
<td>A Day at the Beach</td>
<td>15</td>
<td>Medium</td>
<td>Analysis</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>4.4d</td>
<td>174</td>
<td>Review</td>
<td>In-Class Activity–Practice Packing</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4d</td>
<td>175</td>
<td>Review</td>
<td>Out-of-Class Activity–Family Travels</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4e</td>
<td>176</td>
<td>Journal Activity–Stranded on an Island</td>
<td>Stranded on an Island</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4f</td>
<td>177</td>
<td>International Cultural Activity–Machu Picchu</td>
<td>Machu Picchu</td>
<td>45</td>
<td>Moderate</td>
<td>Synthesis</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4.5a</td>
<td>178</td>
<td>Enrichment Activity–Lost and Found</td>
<td>Lost and Found</td>
<td>30</td>
<td>Easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5b</td>
<td>179</td>
<td>Focused Activity–Reading Paragraphs</td>
<td>Reading Paragraphs</td>
<td>30</td>
<td>Easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5c</td>
<td>180</td>
<td>Focused Activity–Vocabulary Mobile</td>
<td>Vocabulary Mobile</td>
<td>30</td>
<td>Easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5d</td>
<td>181</td>
<td>Focused Activity–Speak, Repeat, and Remember</td>
<td>Speak, Repeat, and Remember</td>
<td>30</td>
<td>Easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5e</td>
<td>182</td>
<td>Level 2 Review: Radio Broadcast–Part 1</td>
<td>Radio Broadcast–Part 1</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5f</td>
<td>183</td>
<td>Level 2 Review: Radio Broadcast–Part 2</td>
<td>Radio Broadcast–Part 2</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>