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The Rosetta Stone Story

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 Spanish 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.

<table>
<thead>
<tr>
<th>Lesson Identification</th>
<th>Unit 1, Lesson 3, Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>Sizes, Pronouns, and Professions</td>
</tr>
<tr>
<td>Lesson Words Taught or Reviewed</td>
<td>After completing this Rosetta Stone Lesson and today’s activities, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Describe animals and objects in terms of size.</td>
</tr>
<tr>
<td></td>
<td>• Use pronouns to provide information.</td>
</tr>
<tr>
<td></td>
<td>• Identify the professions of médico, doctora, policía, and maestro/a.</td>
</tr>
<tr>
<td>Featured Vocabulary</td>
<td>Materials:</td>
</tr>
<tr>
<td></td>
<td>Collage paper</td>
</tr>
<tr>
<td></td>
<td>Magazines, newspapers</td>
</tr>
<tr>
<td></td>
<td>Art materials (markers, crayons, glue, scissors)</td>
</tr>
<tr>
<td></td>
<td>Container</td>
</tr>
<tr>
<td>Minutes to Complete this Activity</td>
<td>Focus:</td>
</tr>
<tr>
<td>Level of Difficulty</td>
<td>Choosing and Using Words</td>
</tr>
<tr>
<td></td>
<td>1. Direct students to write down as many words as they can remember from Lessons to date. You may wish to set a five-minute time limit.</td>
</tr>
<tr>
<td></td>
<td>2. Students will then use words from their lists to create five sentences, each of which must contain at least two of the following:</td>
</tr>
<tr>
<td></td>
<td>a color</td>
</tr>
<tr>
<td></td>
<td>the word grande</td>
</tr>
<tr>
<td></td>
<td>a profession</td>
</tr>
<tr>
<td></td>
<td>a pronoun</td>
</tr>
<tr>
<td></td>
<td>3. Call on students to read their sentences aloud. For example: “El maestro tiene un bolígrafo rojo.”</td>
</tr>
<tr>
<td></td>
<td>4. Collect papers and evaluate.</td>
</tr>
</tbody>
</table>

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
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.
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. High-ability language learners 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. The concept of Dynamic Immersion® means that students 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.
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 ethnic 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

## Home and Health

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Unit 1:  
Home and Health

Introduction to Unit 1

This first Unit in Level 3 exemplifies how Lesson content has increased in complexity over the previous two Levels. Vocabulary challenges soar as students delve into a host of words with unique relationships, such as the antonyms *siempre* and *nunca*, *lleno* and *vacío*, and *fácil* and *difícil*. New spatial prepositions complement those learned earlier in the course, allowing students to describe placement of objects and people in greater detail than before. And practical matters of life are spotlighted as Lessons focus on household chores; kitchen and bathroom items; the human body; injuries, ailments, and medical emergencies; and exercise, team sports, and strength.

Teaching Unit 1

One of your great challenges as a teacher in this and subsequent Units will be to help students comprehend the nuances inherent in the increasingly complicated words and phrases being introduced. Encourage students to spend additional time at the computer reviewing the Rosetta Stone® software Lessons.

**Lesson 1a: Spatial Prepositions**

For many learners, activities that get them up and moving can be extremely successful at solidifying difficult-to-grasp concepts. Such may be the case for your students, so this first Lesson in Level 3—and many others throughout this Teacher’s Guide—challenges students to perform actions that visually represent Spanish language grammar points. Today, your class will physically act out spatial prepositions such as *a*, *en*, *detrás de*, and *por encima de*, to emphasize their meanings and show the differences among them.

**Lesson 1b: Easy and Difficult**

Using photos as visual cues, students will learn to distinguish between and discuss feats that are either *difícil* or *fácil*. Further into the class period, learners will develop difficult and easy questions for each other, and write about tasks that evolved from being difficult to perform to being easy.

**Lesson 1c: Looks Like and One (as a Pronoun)**

The main exercise in this Lesson—a question-and-answer session among peers—should help alleviate the puzzle. Two other exercises give students practice with the words *uno* and *parecerse*. The latter is a fun, perennial favorite, as peers have a chance to discuss who they resemble—including celebrities.

**Lesson 1d: Journal Activity—Someday**

The future is only as limited as students’ imaginations. Today your learners will write in their journals about what they would like to do in the future—*algún día*.

**Lesson 1e: International Cultural Activity—World Images**

Exotic photos from faraway places will lead the way today, as your class speculates about what life is like in these locales. This is an opportunity for you to lead a discussion about the various cultures, including their differences and similarities, and to elicit opinions from learners about the emotions and thoughts they have as they view the images.

**Lesson 2a: Things in the Kitchen**

Today’s Lesson is a vocabulary fest, chock-full of new words and activities revolving around items usually found in kitchens. In addition to speaking and writing about kitchen items, students will practice their categorizing skills as they construct a word web showing how things in the kitchen are related.

**Lesson 2b: Cleaning the House**

Nouns and verbs related to housecleaning are the foundation of today’s Lesson, in which students discuss and write about chores, cleaning schedules, and the nitty-gritty about tasks required for keeping a home in good order.

**Lesson 2c: My Dream House**

Bring several containers to class to demonstrate the concepts of *lleno* and *vacío*. If you have floor plans, bring those to class, too, so students can see how living quarters are represented two-dimensionally before they tackle drawing and writing labels for a floor plan for their dream house.
Lesson 2d: Review
To practice what they have learned about houses and what is inside them, students will pretend to be real estate agents making sales pitches to prospective buyers, played by fellow classmates. At home, individual students will make the same pitch to a family member or friend and then write about the experience.

Lesson 2e: Journal Activity—My Room
Parents may be amused when they hear about this writing assignment, in which students are asked to write about their own bedrooms—how clean they are, where their belongings are stored, and what the rooms look like.

Lesson 3a: Athletics
Sports and exercise vocabulary take center stage in this Lesson. In today’s main activity, your students will research famous athletes, write about them, and present their findings to their peers. They will also have a chance to write about sports they like to play.

Lesson 3b: Always and Never
Creating sentences is the name of the game today. Your students will first play a sentence-writing relay race that focuses on four vocabulary words. Then they will create categories using select words and write sentences pertaining to each category.

Lesson 3c: Journal Activity—Habits
A class discussion about habits could pave the way for learners as they write in their journals about actions they always or never perform.

Lesson 3d: Latin American Cultural Activity—Photographic History
Plan ahead for this visually stimulating Lesson by finding photos by celebrated Latin American photographers, or those of famous Latin American scenes and citizens. Today, you and your students will discuss a range of topics related to photography and Latin American history and culture.

Lesson 4a: Parts of the Body
From playing Simón Dice to creating a body-part collage, your students will undoubtedly be enthusiastic about this Lesson that lets them be physical and creative while practicing anatomical vocabulary.

Lesson 4b: Injuries and Ailments
Creative and physical activities continue in this Lesson as learners play pantomime and drawing games that support comprehension of vocabulary related to injuries, illnesses, and anatomy.

Lesson 4c: At the Hospital
Today, your students will collaborate to write and perform scripts about doctors working in an emergency room. This activity provides excellent practice with some of the most commonly used medical- and anatomy-related vocabulary.

Lesson 4d: Review
Interviews are an excellent format through which students can practice their skills at asking and answering questions, and the experience of such an exchange of information with a fellow learner helps build confidence for real-life situations outside the classroom. Today’s review challenges your students to use related vocabulary as they interview peers and friends or family members.

Lesson 4e: Journal Activity—Emergency Plans
Writing about medical emergencies and emergency plans provides your students with an opportunity to practice new vocabulary and is an excellent starting point for them to begin a discussion at home about emergency preparedness in the household.

Lesson 5a: Focused Activity—Reading About José’s Injury
A paragraph summarizing the experience of a teenager’s sports injury provides excellent reading practice today, and a follow-up series of questions will indicate students’ comprehension of the story line.

Lesson 5b: Focused Activity—Grammar Drawings
Your students have learned quite a few prepositions and pronouns as they have progressed through the Rosetta Stone software and classroom activities. This extra-help activity uses a drawing project to provide a good review of how words in these categories are used in Spanish.

Lesson 5c: Focused Activity—Vocabulary Lists
In this exercise, students are asked to recall and write vocabulary words for items found in their homes. Sentence writing with the words, then reading aloud, wraps up this activity.
Grammar & Usage
Unit 1, Lesson 1

Grammar
Reflexive and Reciprocal Verbs

Discuss the following:
Reflexive verbs are used when the subject is both the actor and the recipient of the action.

La niña **se despierta**.
Me cepillo los dientes.

Explain to learners that reciprocal verbs are constructed in the same manner as reflexive verbs. These verbs are used when subjects consisting of two or more people are both giving and receiving each other’s actions.
Reciprocal verbs can only be used in the first and third person plural forms:

Estos hombres **se parecen**.
La madre y la hija **se están abrazando**.
Nosotros **nos estamos abrazando**.

Grammar
Preposition Review

Remind students that prepositions express time, manner, or place. Prepositions generally appear before the nouns they modify.

El muchacho salta **del** velero.
El niño salta **de la** mesa.

Discuss examples of prepositions used in this Lesson:

La mujer tira la pelota **por encima de** la tienda de campaña.
La niña se sube **a** la mesa.
Unit 1, Lesson 1, Part A
Spatial Prepositions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Act out the meaning of spatial prepositions.
• Illustrate the differences among prepositions.

Jump Start
Acting Up

1. Call on two students to help demonstrate the prepositions introduced in this Lesson, and have them stand at the front of the class.

2. These learners should stand next to each other as you tell the class, “Sally está al lado de Larry.”

3. Rearrange the two students and say, “Larry está…,” to which the class responds “…detrás de Sally.”

4. Continue rearranging the two students and use props (book, pen) to help the class visualize the prepositions en, sobre, debajo de, detrás de, al lado de, a, de, and por encima de.

5. After dividing the class into pairs of learners, have them rearrange themselves in accordance with the prepositions in the sentences you speak.

Bloom’s Taxonomy: Application

Multiple Intelligences: Visual-Spatial
Engage

Drawing Board

Prepare Ahead:
- Cards or slips of paper with sentences printed on them, one sentence per card (see Step 2). Prepare enough so that each group has a different sentence.

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

2. Assign a sentence from the list below to each learner, and direct him to illustrate it. Be sure each group member has a different sentence:
   - Él tiró la pelota detrás de la cerca.
   - La piscina está al lado de la casa.
   - La manzana está sobre la mesa.
   - La manzana está en el tazón.
   - El gato está saltando a la mesa.
   - El gato saltó de la mesa.
   - El perro está subiendo a la colina.

3. Students should then take turns discussing their illustrated sentence with the others in their group.

4. Circulate around the room and listen for correct preposition use in students’ descriptions.

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

Assessment

Creative Collaborations

1. Direct students to develop original sentence-and-picture combinations for four of the seven prepositions introduced in this Lesson: en, sobre, detrás de, al lado de, a, de, and por encima de.

2. Call on several volunteers to describe their projects to the class.

3. Collect papers and evaluate for content.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial
Unit 1, Lesson 1, Part B
Easy and Difficult

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use visual cues to differentiate between easy and difficult tasks.
• Ask and answer easy and difficult questions about various topics.

Skill Sharpener
Easy and Difficult Tasks

Prepare Ahead:
• Photos of monumental achievements, such as someone climbing Mt. Everest or a weightlifter pulling a large vehicle.
• Photos of typical daily activities, such as someone climbing stairs or pushing a grocery cart.

1. Display two pictures at a time, each of which represents a typical and a monumental task. Ask students to identify which action is easy to perform, and which is difficult.

2. Encourage students to discuss details of the photos, as they use the terms fácil and difícil in their descriptions.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Engage
Questions and Answers

Prepare Ahead:
• Textbooks from school subjects such as arte, inglés, historia, matemáticas, música, and ciencias (one per group).

1. Divide the class into groups of four students.

2. Distribute a textbook to each group, and direct learners to develop questions (two easy and two difficult) about topics in their book.

3. Groups should then trade questions and corresponding textbooks, and provide written answers to the questions.

4. Learners will then take turns reading questions and answers aloud.

5. Lead a discussion that focuses on students’ opinions about questions that were easy or difficult to answer.

Assessment
Easy and Difficult Skills

1. Have students write at least eight sentences about a skill they learned that was either easy or difficult, or was difficult at first and then became easy.

2. Collect papers and evaluate for content.
Unit 1, Lesson 1, Part C
Looks Like and One (as a Pronoun)

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the terms **parecerse** and **uno** (as a pronoun) in discussions.
• Write descriptive sentences using Lesson vocabulary.

**Focus and Motivate**
*Who Do You Look Like?*

1. Introduce the term **parecerse** to students by asking them questions such as:
   ¿A quién te pareces?
   ¿Te pareces a tu madre o a tu padre?
   ¿Se parece él a una persona famosa? (as you point to another student)

   Students should answer with detailed descriptions, for example:
   Sí, me parezco a mi madre. Ella es baja y tiene pelo negro.

2. Continue to ask questions and encourage students to ask each other questions as well.

![Clock]

**Bloom’s Taxonomy: Analysis**

**Multiple Intelligences: Interpersonal**
Engage

Quizzical Questions

1. Introduce the word *uno/una* by asking students if they have certain objects, such as “Yo tengo un bolígrafo, ¿Tienes tú uno?” Write, as a guide for responses, “Sí, tengo uno.” and “No, no tengo uno.” on the board. Students should respond with the relevant answer.

2. Divide the class into pairs of students, and instruct them to continue to ask each other questions using *uno/una* (as a pronoun). For example:
   
   Sam: Yo tengo un perro. ¿Tienes tú uno?
   Richard: Sí, tengo uno; él es grande y tiene mucho pelo.
   Richard: Quiero arreglar un carro antiguo algún día.
   Sam: Yo quiero uno nuevo.

   *While learners question each other, they should write down the items they have in common (dogs, little sister).*

3. From what the pair has discussed, students should write five sentences using the word *uno/una* to share with the class. For example, “Rich quiere arreglar un carro. Yo no quiero arreglar uno.”

4. Students should then read their sentences to the class.

Assessment

One Looks Like the Other

1. Direct learners to write three sentences each with the term *parecer* and the pronoun *uno/una*. Students should be as creative as possible and may include supporting sentences for clarity.

2. Collect papers and evaluate for content.
Unit 1, Lesson 1, Part D
Journal Activity–Someday

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

Being Creative
Someday

Have students write a paragraph about what they would like to do algún día. They may write about their plans for the immediate future, or their long-range goals.
Unit 1, Lesson 1, Part E
International Cultural Activity—World Images

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Describe the content of a photo and discuss its setting.

Materials:
Magazines with photos and articles that illustrate and describe
different scenes, people, and cultures from around the world

Connecting to Culture
World Images

1. Divide the class into groups of three or four students.
2. Distribute magazines to each group.
3. Have group members discuss the photos and articles in their magazines. Encourage
   students to discuss the similarities or differences by asking: ¿Cómo se parecen ellos
   a nosotros?
4. After each group takes a turn describing a photo to the class, lead a discussion
   about the different cultures that are depicted. Highlight unique and shared aspects
   among cultures.

Bloom’s Taxonomy: Evaluation
Multiple Intelligences: Visual-Spatial
Grammar & Usage
Unit 1, Lesson 2

Usage

Body Language
Discuss with the class how people express a great deal through their actions and gestures. Remind learners that certain gestures have different meanings in different cultures. Students should pay attention to people’s facial expressions, movements, and postures in addition to the words they say.

Vocabulary

Household Chores
A portion of this Lesson is dedicated to chores that may be performed around the house. Much of this new vocabulary consists of verbs pertaining to cleaning. Introduce these verbs to the class.
- **Barre** el piso, por favor.
- Yo estoy **barriendo** las escaleras.
- Ella está **sacando la basura**.
- Yo **lavé** la vajilla.
- Por favor, **laven** la ropa.
- **Aspiro** la alfombra.
- Yo voy a **ordenar** la sala de estar.
- **Limpio** la ventana.
- Yo estoy **limpiando** la encimera.
Unit 1, Lesson 2, Part A
Things in the Kitchen

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Recognize relationships between the meanings of vocabulary words and organize them accordingly.
• Discuss the meanings of vocabulary words through extemporaneous, descriptive conversations.

Jump Start
Our Kitchens

1. Engage students in a conversation about kitchens by asking them what appliances are usually found in kitchens and how a kitchen is different from other rooms in a house.

2. As learners answer, write on the board the vocabulary words they use. If any vocabulary words are not mentioned, add them to the list on the board as well, and discuss their meaning.

Leave the list on the board as a reference for the next activity.

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

*Where Does It Go?*

1. Let students know that they will be using the words written on the board.

2. Instruct students to organize all the kitchen-related words into a word web, matching items that are related to each by function or by their usual locations in a kitchen. Ideally, each sentence should contain at least two words from the board. For example:
   - Nosotros ponemos nuestras verduras y carne en el refrigerador.
   - Nosotros ponemos los vasos sucios en el lavaplatos y los vasos limpios en la encimera.
   - El fregadero está lleno de agua.

**Assessment**

*Kitchen Sentences*

1. Divide the class into groups of four learners, and have students read their sentences from the previous *Being Creative* activity aloud within their group.

2. Circulate around the room and observe as groups critique each other’s sentences.

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**Word of the Day:**

*vaso*
Unit 1, Lesson 2, Part B
Cleaning the House

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Produce a detailed cleaning schedule using Lesson vocabulary.
• Construct questions and answers from information found on a schedule.

Jump Start
Cleaning Schedule

1. Have a class discussion about the cleaning tasks students do at home. Encourage your students to talk about how, when, and where they clean; what kind of equipment they use; and what tasks are accomplished by other members of their family. Pose questions about learners’ likes and dislikes in terms of helping to clean around the house.

2. If students do not have the vocabulary to illustrate certain cleaning tools, for example, suggest that they draw them on the board. This may be an opportunity to introduce “quehaceres.”

Being Creative
Cleaning the House

1. Instruct your students to create a list of household chores. They should write a cleaning schedule for their house. For example:
   - Lunes – barro el baño, las escaleras y el piso de la cocina
   - Martes – lavo la ropa
   - Miércoles – ordeno los dormitorios y aspiro los pisos
   - Jueves – aspiro la alfombra y el sofá en la sala de estar
   - Viernes – limpio las encimeras y el fregadero en la cocina, lavo los platos
   - Sábado – limpio la bañera, el inodoro y el lavabo en el baño
   - Domingo – saco la basura

2. Encourage students to be as descriptive and detailed as possible. Give them liberty to create their own schedule format, as long as they focus on Lesson vocabulary. For example, they may wish to assign tasks to people, rather than to days of the week.
Assessment

*When Do You Clean?*

1. Divide the class into pairs of students, and have them exchange their schedules from the previous *Being Creative* activity with each other. Allow learners time to review and discuss each other’s lists.

2. Instruct learners to write five questions and answers about their partner’s schedules. For example:

- ¿Cuándo lava él su ropa? Él lava su ropa los martes.
- ¿Qué limpia él los lunes? Él barre el baño, las escaleras y el piso en la cocina.
- ¿Qué día limpia el baño? Ella limpia el baño los lunes.
- ¿Cuándo saca él la basura? Él saca la basura los domingos.
- ¿Limpia él su dormitorio los viernes? No, él ordena su dormitorio los miércoles.

3. Collect papers and evaluate.

**Bloom’s Taxonomy: Synthesis**

**Multiple Intelligences: Verbal-Linguistic**
Unit 1, Lesson 2, Part C
My Dream House

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Accurately use the terms lleno and vacío to describe the state of a container.
• Use Lesson vocabulary to describe the interior of a house.

Materials:
Several containers (for example, a basket, cup, bowl, and bag)
Grid paper
Floor plans

Jump Start
Full or Empty?

1. To illustrate lleno and vacío, show the class objects that are obviously empty or full of liquid or items. For example, display a basket filled with magazines and ask, “¿Está esto lleno?”

2. Place the containers at the front of the room and call on several students to fill them with balled-up paper. Some containers should be left empty.

3. Point to each container and have the class say either “Está lleno” or “Está vacío.”

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Being Creative
*Designing My House*

Prepare Ahead:
- Grid paper
- Examples of floor plans

1. Show examples of and discuss the basic elements of floor plans.

2. Distribute grid paper to students and instruct them to draw a floor plan for their dream house. They should label the rooms, the furniture, and other household objects for which they have vocabulary.

3. Students should be encouraged to be creative when decorating and furnishing their house (use different colors, draw and paste pictures onto the grid paper and so on).

**Bloom’s Taxonomy: Synthesis**

**Multiple Intelligences: Visual-Spatial**

**Assessment**
*Describing My House*

Have students write five sentences about the qualities of their dream house. For example:

Quiero una casa grande pero no muy grande.
Necesito muchos dormitorios para todos mis hermanos y hermanas.
Necesito un televisor grande en una sala de estar grande con un sofá caro, porque me gusta mirar películas.

**Bloom’s Taxonomy: Analysis**

**Multiple Intelligences: Intrapersonal**
Unit 1, Lesson 2, Part D Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work as a group to envision and verbalize information about the features of an imaginary house.
• Write a summary of an informational presentation they gave and reflect upon their own performance.

Materials:
Poster board or large art paper (two sheets per group)
Markers

Classroom Community

In-Class Activity—House for Sale

Prepare Ahead:
• Slips of paper with one vocabulary word on each.

1. Divide the class into four groups, instructing each to pretend to be a group of real estate agents selling a furnished house. Group members should confer for 15 minutes to decide upon details about their imaginary house, such as how many rooms it has, what colors the rooms are painted, and what furniture and other household items will be sold with it. This activity presents an opportunity to teach the term real estate agent.

2. Groups should also decide what type of cleaning will be required to get the house in perfect shape to sell.

3. Advise each group to make a rough sketch of the exterior of their house and a floor plan to show to prospective buyers.

4. Give each group 5–10 minutes to make a sales pitch about its house to the rest of the class. Students in the audience—acting as potential homebuyers—should ask questions about the house, its amenities, and cleanliness. Encourage all students to participate in the sales presentations and question-and-answer periods.
Community Connection

Out-of-Class Activity–Sales Pitch

1. Instruct students to each write a sales pitch, at home, about the imaginary house created in their respective groups. As in the class-time activity, they should discuss the rooms, furniture and household items, cleanliness, and other features of the house for sale.

2. Students should then present the information about the house to family members or friends at home. Recommend to students that they should urge their “potential buyers” at home to ask questions; students should answer in Spanish.

3. Ask students to write three or more paragraphs at home summarizing their individual sales presentation at home. They should include information conveyed, questions asked and replies given, and their impressions about the experience.

4. Collect students’ summaries during the next class period.
Unit 1, Lesson 2, Part E
Journal Activity–My Room

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write a detailed description of their bedroom and its contents.

Being Creative
My Room

Instruct your students to write, in their journals, a detailed description of their bedroom, including its contents, décor, furniture, and cleanliness.
Grammar & Usage
Unit 1, Lesson 3

Usage
Adverbs of Frequency

Review adverbs with the class and remind them that adverbs are used to modify verbs by telling the time, manner, or place of the action. Introduce these adverbs of frequency to the class: nunca, siempre, a veces and otras veces. These adverbs focus on the frequency of the action.

La pimienta nunca es dulce.
Siempre me ducho antes de ir a trabajar.
A veces salgo del trabajo temprano.
A veces él tiene hambre y otras veces tiene sed.

Usage
Deber

Discuss with students the use of deber to express one’s duty, obligation, or something one “ought” to do. Deber is usually followed by the infinitive form of a verb.

Debes escuchar esto. Es bueno.
El perro puede pero no debe caminar aquí.
Unit 1, Lesson 3, Part A
Athletics

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Generate a list of characteristics of a certain sport.
• Research and write about the life of an athlete.

Skill Sharpener

Strength Training

1. Divide the class into four groups of students, and assign each group a different sport.

2. Direct learners to collaborate within their groups to develop a list of sentences briefly describing their sport. Suggest that they list characteristics such as: who plays it, how and where it is played, equipment used and what time of year it is played.

3. Call on volunteers to read several of each group’s sentences.

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

Biographies

1. Divide the class into pairs of students. Have each group select a famous athlete (such as Michael Jordan or Muhammad Ali) as the subject of a biographical report.

2. Suggest that students include information such as the following in their reports:
   - How the athlete became interested in the sport
   - Obstacles this athlete may have faced
   - The athlete’s viewpoints about effort and success
   - The athlete’s practice schedule
   - The types of exercises the athlete performed

3. After each group presents its report to the class, lead a discussion about lessons learned from the athletes’ biographies.

   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Interpersonal

Assessment

Sports Practice

1. Have students write a paragraph about a sport they enjoy playing. After learners describe the sport, their practice schedule, and their exercise routine, they should include their opinion of what it means to be a good athlete.

2. Collect paragraphs and evaluate for content.

   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Verbal-Linguistic
Unit 1, Lesson 3, Part B
Always and Never

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss their opinions, habits, and goals.
• Use Lesson vocabulary in the correct context of sentences.

Prepare Ahead:
• Sentences with the words algo, algún día, a veces, otras veces, or alguien.

Jump Start
Vocabulary Relay

1. Divide the class into groups of four students, and have each group line up on the side of the room farthest from the board. Explain that this activity is a vocabulary relay race, with members of each team competing to correctly complete sentences.

2. Read a sentence with the terms algo, algún día, a veces, otras veces, or alguien, leaving a blank where the vocabulary word would be.

3. The first student in each line should get to the board quickly and write the term that completes the sentence.

4. Award a point to the team whose member wrote the correct term the fastest. The team with the most points wins.

Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic
Engage and Explore  
Sentence Starters

1. Write the words **algo, a veces, alguien, algún día, siempre**, and **nunca** on the board.

2. Develop, as a class, a sentence starter for each word. For example:
   - Algo famoso …
   - Algo caro …
   - Yo siempre …
   - A veces yo …
   - Yo nunca …
   - Algún día yo …

3. Direct students to complete the sentences by writing them on a sheet of paper. Learners should then save this assignment for the **Assessment** activity.

*Keep sentence starters on the board for the following activity.*

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Assessment  
Reading Practice

1. Have students take turns reading their sentences from the previous Engage and Explore activity. Discuss learners’ ideas about their opinions, habits, and goals.

2. After everyone has had a chance to read to the class, collect papers and evaluate.
Unit 1, Lesson 3, Part C
Journal Activity–Habits

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about actions they always and never perform.

Being Creative
Habits

You may want to take this opportunity to introduce the concept of habits.

1. Have students write five sentences about actions they perform frequently, using the word *siempre*.

2. Students should then write five sentences about actions they do not perform, using the word *nunca*. 
Unit 1, Lesson 3, Part D
Latin American Cultural Activity–Photographic History

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Discuss the ways in which photographs capture the historical and cultural nuances of an era.

Materials:
Photos by well-known Latin American photographers
Photos of scenes from various eras in the history of Latin America
websites for photos

Connecting to Culture
Photographic History

1. Display several photos and explain details that illustrate historical features, cultural aspects, or themes of certain well-known photographers.

2. Distribute a photo to each student, and have learners take turns describing the details of their photo to the class. Advise students to focus on historical, cultural, and thematic points.

Bloom’s Taxonomy: Evaluation
Multiple Intelligences: Visual-Spatial
Grammar & Usage
Unit 1, Lesson 4

Grammar

Punctuation

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

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

La mujer está practicando la guitarra en la sala de estar.

Están buscando la estatua de un hombre y su perro.

**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.

¿Por qué están practicando hoy?

¿Debo llevar el traje negro o el gris?

**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.

¡Alguien me escribió una carta!

¡Hola, Roberto!

**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, estoy ordenando mi dormitorio.

A veces los perros viven adentro, pero otras veces viven afuera.

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.

Yo hago ejercicio los lunes, miércoles 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”?

La palabra significa “oficina de correos”.

**Los Dos Puntos [::]** Explain to students that a colon separates a sentence that can stand alone from either a list or a second sentence or phrase that elaborates upon the initial sentence. Students will see this in Unit 4, Lesson 2.

Yo hablo tres idiomas: inglés, español y árabe.
Vocabulary

Expressing Health Needs

Review the following vocabulary terms:

- el brazo  la boca
- la pierna  la cabeza
- el ojo  el estómago
- la oreja  la rodilla
- la nariz  el codo

Discuss the importance of questions and answers that allow people to communicate about medical conditions:

- ¿Qué le pasa?
- ¿Tienes algún medicamento?
- Me duele el estómago.
- Me caí y me lastimé el brazo.
- Tome este medicamento dos veces al día.
Unit 1, Lesson 4, Part A
Lesson Title–Parts of the Body

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Demonstrate understanding of Lesson vocabulary by responding physically to auditory cues.
- Use Lesson vocabulary to write a physical description of themselves.

Materials:
- Magazines or print material with pictures of people
- Scissors
- Tape or glue
- Construction paper

Jump Start

Simón Dice

You may wish to introduce the words decir, tocar, or other words you find helpful when phrasing commands.

1. Have students practice body-part vocabulary by playing a few rounds of Simón Dice.

2. As you model an action, say, “Simón dice” and give a command for students to perform an action. For example, say, “Simón dice: ‘Manos arriba.’” In this case, students should raise both hands. Those who don’t must sit down and are out of the game.

3. Occasionally, model an action and give a command, but do not preface it with “Simón dice.” For example, “Manos arriba.” or “Toca el codo.” A student who performs the action anyway, without hearing “Simón dice,” must sit down.

4. Continue until only one student remains standing.

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

*Body Collage*

1. Distribute magazines and art supplies.

2. Instruct students to create a collage image of a person by cutting out magazine photos of body parts and pasting them onto construction paper.

3. After assembling their new person, students should label all the body parts.

4. Ask volunteers to show their collages to the class.

Assessment

*The Airport Pickup*

1. Instruct students to pretend they are being picked up at the airport by a relative they have not seen in many years.

2. Each student should write a letter describing herself so her relative will be able to recognize her at the airport. Encourage students to include as many details as they can, such as eye color, hair color, height, and clothing she plans to wear.

3. Collect letters and evaluate for content, paying particular attention to gender agreement.
Unit 1, Lesson 4, Part B
Injuries and Ailments

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Act out and identify Lesson vocabulary words.
• Write descriptions and draw visual representations of illnesses and injuries.

Materials:
• Handouts showing an outline of a human body (one per pair of students)
• Colored markers

Jump Start
What Hurts?

1. Divide the class into groups of four or five students. One student in each group should pantomime an injury or ailment to the rest of her group.

2. Group members should guess what their peer’s injury is, and then speculate as to what may have caused the injury or ailment.

3. Continue until everyone has had a turn to pantomime.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic
Being Creative

Anatomy of an Illness

Prepare Ahead:
• Handouts (one per pair of students) showing a simple outline of a human body.

1. Divide the class into pairs of students and distribute a handout and markers to each pair. Instruct students to draw a representation of 10 or more injuries or illnesses on the figure. Alongside each, they should write a descriptive label in a complete sentence. For example:
   - A red circle on the stomach: Le duele el estómago.
   - A thermometer in the mouth: Ella tiene 39 grados de temperatura.
   - A cast on a leg: Tiene la pierna rota.

3. Ask each pair to present its medical findings to the class, and encourage the audience to ask questions.

Bloom’s Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

Assessment

Trip to the Doctor

1. Instruct students to write a paragraph about the last time they went to a doctor’s office because of an injury or illness.

2. Collect paragraphs and evaluate.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal
Unit 1, Lesson 4, Part C
At the Hospital

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Verbally express the frequency with which they perform various actions.
• Collaborate with peers to write and perform a scripted dialogue using medical and anatomical vocabulary.

Jump Start

Discussing Frequency

1. Introduce vez and veces by asking frequency-related questions such as:
   ¿Cuántas veces al día te cepillas los dientes?
   ¿Cuántas veces al día comes?
   ¿Qué es algo que haces una vez al día?

2. Encourage students to answer in complete sentences. For example:
   Me cepillo los dientes dos veces al día.
   Como tres veces al día.
   Voy de compras una vez a la semana.

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

In the Emergency Room

Since it makes sense for everyone to recognize the significance of the term “emergencia,” introduce it during this activity.

1. Divide the class into groups of two or three students, each of whom should assume the role of a doctor in an emergency room. Instruct the groups to each write a script for a scene, with dialogue, that might take place in a hospital emergency room. Each doctor should have an imaginary name and a speaking role of at least five lines. Encourage students to use a broad range of health- and body-related vocabulary words, and to stretch their imaginations in terms of content.

2. Advise students to practice their dialogues, which they will perform for their peers.

Assessment

Talking Doctors

1. At the front of the room, groups should perform the scripts they wrote in the Being Creative activity.

2. Following each presentation, students in the audience should ask questions about information discussed in the dialogue, and the doctors should reply.
Unit 1, Lesson 4, Part D Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Prepare for and conduct an interview and organize the acquired information.

Review

In-Class Activity–Medical Reporting

1. Instruct students to use Lesson vocabulary to write five questions about subjects covered in recent Lessons. For example:
   - ¿Qué pasa cuando visitas al médico?
   - ¿Por qué vas a la farmacia?
   - ¿Qué haces con una venda?
   - ¿Cuántas veces al día comes?
   - ¿Por qué tienes que tener cuidado con un bebé?

2. Divide the class into pairs of students, and have the partners take turns answering each other’s questions. The questioner should write down the other student’s answers beneath her own questions.

3. Each pair of students should choose two of its 10 question-and-answer sets to read to the class.

4. Call on other students to answer questions, too.

Community Connection

Out-of-Class Activity–Interviewing Patients

1. Instruct students to interview three friends or family members about times they were sick or injured and needed to go to the hospital or the doctor.

2. Advise students to prepare three to five questions to ask. For example:
   - ¿Cuándo fue la última vez que fuiste al hospital?
   - ¿Cuándo te lastimaste peor?
   - ¿Te da tu médico medicamentos?

3. Learners should write three or more sentences for each interview, summarizing the experiences.

4. Collect and evaluate the interview questions and summaries during the next class session.
Unit 1, Lesson 4, Part E
Journal Activity–Emergency Plans

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Write about the need to be prepared for medical emergencies and about their family’s emergency plans.

Learning for Life
Emergency Plans

1. Introduce students to the concepts of medical emergencies and emergency plans. This may be the first time they have heard these terms, so focus first on spelling, pronunciation, and word use. Be sure to talk about the need for every household to have its own first-aid kit and emergency plan.

2. Instruct students to write in their journals about the emergency precautions and plans in their own households, and why all families should be prepared for emergencies.
Unit 1, Lesson 5, Part A
Focused Activity—Reading About José’s Injury

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Read a paragraph and answer questions about its content.

Extra Help
Reading About José’s Injury

Prepare Ahead:
• Copies of story below (one per student).
• Several copies of questions for students to answer (see below).

1. Distribute the following story to students:
José va al hospital porque se lastimó cuando estaba practicando fútbol. Él juega en el equipo de fútbol de la escuela secundaria. Él juega muy bien y es la mejor persona en el equipo. Cuando José estaba corriendo hoy, él se cayó. Ahora le duele la pierna y necesita un médico para que le ponga vendas en la pierna. Su madre lo lleva al hospital. Ella maneja muy rápido. El equipo necesita a José en el partido del sábado y él quiere jugar. José tendrá que tener cuidado después de que el médico le ponga la venda. Él tendrá que caminar lento y tomar el medicamento que el médico le da. El médico no quiere que José juegue al fútbol por dos semanas. José está muy triste porque no podrá jugar en el partido del sábado. Él tendrá que mirar el partido con sus amigos.

2. Students are to read the story and pay close attention to the details. Have them answer the following questions on a separate sheet of paper. They may refer to the paragraph as often as necessary.

Questions:
¿Quién lleva a José al hospital?
¿Cómo se lastimó José?
¿Dónde le duele a José?
¿Qué estaba haciendo él cuando se lastimó?
¿Qué le dió el médico a José?
¿Cuándo podrá jugar José?
¿Qué juega José en la escuela secundaria?
¿Es José el mejor o el peor del equipo?
¿Cuándo es el juego?
¿Quién mira el juego con José?

3. Divide the group into pairs of learners and have them read their answers to each other.
Unit 1, Lesson 5, Part B
Focused Activity–Grammar Drawings

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Use images to illustrate sentences.

Extra Help
Grammar Drawings

1. Write the following two lists on the board:
   - detrás de
   - al lado de
   - de
   - encima de
   - a
   - en
   - sobre
   - con
   - algunas veces
   - alguien
   - algo
   - algún día

2. After students use a word from each list to create a sentence, ask them to illustrate their sentence.

3. Learners should then share their sentence and drawing with the group.
Unit 1, Lesson 5, Part C
Focused Activity–Vocabulary Lists

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe events in their households.

Extra Help
Vocabulary Lists

1. Ask students to list the vocabulary words that pertain to people, pets, and items in their homes. Students should then use these words in a series of sentences. Explain that learners will receive points for their words, based on whether or not the word was learned in this Unit, the word is used in the correct context of a sentence, or more than one vocabulary word is used in the correct context of a sentence. For example:
   - mesa - 1 point for a word
   - cerca - 2 points for a word learned in this Unit
   Nosotros tenemos una mesa. - 2 points for a word used in a sentence
   Nosotros tenemos una cerca. - 4 points for a word learned in this Unit used in a sentence
   Nuestro perro siempre está saltando nuestras cercas. - 14 points for one word learned in a previous Unit and three words learned in this Unit, all used in a sentence

2. Circulate around the room as students tally their scores, and ask several volunteers to read their sentences.

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Unit 2

Life and World

Grammar & Usage: Present Subjunctive Mood, Que
Lesson 1a: No One, Everyone, and Enough
Lesson 1b: Win and Lose
Lesson 1c: Probably and Although
Lesson 1d: Journal Activity–Win, Lose, Write!
Grammar & Usage: Preterite Tense Review, Social Conventions
Lesson 2a: Continents and Life Events
Lesson 2b: Fear and Hope
Lesson 2c: Soon, Ago, and Already
Lesson 2d: Review
Lesson 2e: Journal Activity–Changes
Lesson 2f: International Cultural Activity–Customs and Traditions
Grammar & Usage: Possessive Pronouns, Direct and Indirect Speech
Lesson 3a: Cardinal Directions
Lesson 3b: Plant Life
Lesson 3c: Possessive Pronouns
Lesson 3d: Journal Activity–All Living Things
Lesson 3e: Latin American Cultural Activity–Rain Forests
Grammar & Usage: Es Peligroso, Mira
Lesson 4a: Animals
Lesson 4b: Beautiful, Ugly, and Dangerous
Lesson 4c: Ownership
Lesson 4d: Review
Lesson 4e: Journal Activity–Amazing Animals
Lesson 5a: Enrichment Activity–Coat of Arms
Lesson 5b: Focused Activity–Animal Vocabulary
Lesson 5c: Focused Activity–Sentence-Speaking Waterfall
Lesson 5d: Focused Activity–Owning Grammar
Lesson 5e: Focused Activity–Listening for Clues
Unit 2: Life and World

Introduction to Unit 2

Unit 2 introduces the concepts of vague quantities, imprecise references to time, and certain subjective adjectives, such as *hermoso* and *feo*. Students will further their knowledge of possessive pronouns and ownership. This Unit covers broad topics, including flora and fauna, cardinal directions, continents, and three life milestones.

Teaching Unit 2

By now, your students are fully familiar, and most likely comfortable, with interacting verbally with their peers. This means they probably do not need as much nudging from you to get up and participate in Lesson activities that require peer-to-peer conversations, role-playing, or game skills. But, with the increasing complexity of topics now being introduced, you will still need to serve as an anchor as they step out into unknown territory. Be prepared for some emotions to spring forth in class, as students discuss birth, marriage, and death—and ways these milestones are heralded in cultures around the world.

Lesson 1a: No One, Everyone, and Enough
Today, your students will participate in three writing exercises that provide practice with Spanish terms that express vague quantities, including *nada*, *nadie*, *todo*, and *todos*.

Lesson 1b: Win and Lose
This Lesson allows students to practice using the terms *ganar* and *perder* as they summarize the results of sports games reported in a newspaper, and write rules and other details about a game of their own creation.

Lesson 1c: Probably and Although
A cost-comparison exercise today helps students verbalize an imaginary character’s likely choice between two items for sale. A second part of today’s Lesson focuses on *saber*, as it is used with a subordinate clause; for practice, students will write and perform a script promoting a product.

Lesson 1d: Journal Activity—Win, Lose, Write!
Today provides time for reflection as students write in their journals about a time they won or lost, and how it impacted their thoughts about the concepts of winning and losing.

Lesson 2a: Continents and Life Events
Make sure a world map is available and bring to class some items that represent life milestones—birth, marriage, and death. You will be using these in today’s Lesson to help students practice the names of the world’s continents and discuss events surrounding the three life events.

Lesson 2b: Fear and Hope
Fairy tale characters portray a range of emotions, and the stories can engender such emotions in readers of all ages. In this Lesson, these traditional stories will serve as teaching tools to help your students identify fear and hope and practice using the terms.

Lesson 2c: Soon, Ago, and Already
Imprecise references to time are highlighted today, as learners practice the terms *pronto*, *hace*, and *ya*. During a team-based competition, they will create sentences using these time-based words in tandem with verbs for various actions.

Lesson 2d: Review
In a review activity that bridges history and social studies class work with Spanish language learning, students will use their textbooks from these other classes to research and write biographical information about notable people in history. The vocabulary learned in Lessons 1 and 2 is especially applicable for this assignment. A take-home activity follows, with students interviewing family members about elements for a more detailed family tree than may have been constructed during Level 1.

Lesson 2e: Journal Activity—Changes
Moving from one place to another typically brings with it a range of emotions and new experiences. Today, students will write in their journals about moving and how it affected them.

Lesson 2f: International Cultural Activity—Customs and Traditions
In cultures around the world, customs and events surrounding life milestones are diverse, multi-faceted, and often exceptionally spirited. Indeed, some of your students may have first-hand knowledge of some of these traditions. In this Lesson, learners will research and discuss these life events.

Lesson 3a: Cardinal Directions
In hands-on activities using maps, your students will practice giving and following directions that incorporate *norte*, *este*, *oeste*, and *sur*.
Lesson 3b: Plant Life
Today's Lesson serves as an introduction to plants and types of environments. Learners will identify several plants from visual cues, and will use word webs to graphically associate new and previously learned vocabulary words with either a desert or a rain forest.

Lesson 3c: Possessive Pronouns
Students get to pretend they are car owners and citizens of different countries during imaginary scenarios that allow them to practice using possessive pronouns. In the process, they will also learn the names and locales of some natural and man-made landmarks around the world.

Lesson 3d: Journal Activity–All Living Things
Your students will ponder how plants and animals affect each other, then write their thoughts in their journals.

Lesson 3e: Latin American Cultural Activity–Rain Forests
In this activity, your students will research aspects of the Central and South American rain forests and share their findings with the class.

Lesson 4a: Animals
This Lesson, with activities centering on images of animals, not only gives students practice with the Spanish words for various animals, but helps them with the relatively complex skills of reasoning, categorizing, and discerning and describing differences between two or more entities.

Lesson 4b: Beautiful, Ugly, and Dangerous
Teaching the terms hermoso and feo may require some extra guidance on your part, as students may not initially grasp that, in polite society, feo is not used to refer to people or their belongings. You will also want to discuss that these are examples of adjectives that are applied based on opinion, not fact. In today's Lesson, students will practice speaking and writing about items, animals, or places they consider beautiful, ugly, or dangerous—and why they perceive them as such.

Lesson 4c: Ownership
In two group activities today, learners are challenged to ask questions and provide answers about ownership of animals and objects. This will give them practice in correctly using possessive pronouns such as nuestro, mío, and suyo.

Lesson 4d: Review
Prepare early for this Lesson by gathering travel brochures detailing nature-related trips. Student groups will be creating their own brochures, and will present them to the class as a whole. Outside of class, the learners will research and write about the wildlife native to a country of their choosing.

Lesson 4e: Journal Activity–Amazing Animals
Today, in their journals, students will compare the characteristics and habitats of three animals represented in this Lesson's vocabulary list.

Lesson 5a: Enrichment Activity–Coat of Arms
You may wish to assign this extra activity to students who are exhibiting a strong command of Spanish. They should research the history of heraldry, the meaning of coat-of-arms symbols, and the importance of having a coat of arms. Students will then create their own coat of arms, using words and pictures about their past and present lives and reflecting their hopes for the future.

Lesson 5b: Focused Activity–Animal Vocabulary
In this vocabulary activity, each student's writing builds upon that of her peers as learners describe the traits of animals.

Lesson 5c: Focused Activity–Sentence-Speaking Waterfall
Students needing extra help speaking Spanish should find this visually stimulating exercise a fun way to practice their skill. They will be reading sentences aloud as you write them, one word at a time, on the board.

Lesson 5d: Focused Activity–Owning Grammar
Today's Lesson uses specially marked slips of paper to assign imaginary ownership of objects. Students then converse about who owns what, emphasizing the personal pronouns they have learned.

Lesson 5e: Focused Activity–Listening for Clues
As you read a story aloud, students will be on pins and needles listening for words that name animals or locations. When they hear one, they will try to be the first to grab a card from a deck nearby.
Grammar & Usage
Unit 2, Lesson 1

Grammar

*Present Subjunctive Mood*

Explain to students that the subjunctive mood is used to express a wish or intent, or to describe the way someone feels about an event. In this Lesson, learners will see sentences in which the independent clause describes a need.

- Necesito alguien que baile bien.
- Necesitamos alguien que se suba al árbol.

The dependent clause that follows begins with *que*, and it describes the speaker’s attitude toward the desire that is being expressed.

- Necesito alguien que juegue con él.
- Queremos tener en una habitación que tenga ventanas.

Review the details of combining *yo* forms of present indicative verbs with various endings, in order to create present subjunctive terms.

Usage

*Que/qué*

Explain to learners that the relative pronoun *que* is used to clarify information, and refers to both people and objects.

- El músico que está tocando la guitarra es mi amigo.
- Estoy tomando el vuelo que sale a las cinco y treinta de la tarde.

Remind students that *qué* is also an interrogative term. When used in questions, *qué* must contain an accent.

- ¿Qué vuelo estás tomando?
- ¿Qué vestido comprarás?
Unit 2, Lesson 1, Part A
No One, Everyone, and Enough

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use visual cues to draw conclusions about vague quantities.
• Use terms for vague quantities to accurately describe situations.

Jump Start
All or Nothing

1. Display sentences such as the following:
   Anna limpió su dormitorio ayer. (Everything) _____ está limpio ahora.
   Mañana es sábado. (No one) _____ estará en la escuela.
   El perro sucio camina en la casa. (Nothing) _____ está limpio.

2. Direct students to copy sentences in their notebooks and use the terms
   nadie, todo, nada, todos or to fill in the blanks.

3. Learners should then take turns reading completed sentences aloud.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Engage
Organizational Skills

Prepare Ahead:
• List of questions that prompt answers with the words todo, algo, or nada.

1. Write the words todo, algo, and nada on the board, with each word at the head of a column.

2. Ask questions that allow for the use of these words in answers. For example, answers to the question “What is in the car?” might be:
   - Hay algo en el carro.
   - No hay nada en el carro.
   - Todo está en el carro.

3. Three learners at a time should approach the board and write correct replies (one per column) in response to your questions. After all students have had a turn at the board, ask volunteers to read the answers in each column aloud.

4. Continue until each student has had a turn.

Assessment
Family Dinner

1. Have students write a paragraph that uses the word suficiente to describe a family dinner scene. Learners may use sentences such as the following in their paragraphs:
   - Hay suficiente mantequilla pero no suficiente pan para mi familia.
   - Hay suficiente leche pero no suficiente café para mis padres.

2. Collect paragraphs and evaluate for content.
Unit 2, Lesson 1, Part B
Win and Lose

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Construct sentences centered around a particular word or words.
• Summarize newspaper articles.

Skill Sharpener

Daily Sports Review

1. Divide the class into groups of three learners, and distribute the sports sections of various newspapers.

2. Have students review these sports sections and list four games, including teams, scores, winners, and losers.

3. Learners should then write a summary of the most interesting game they found.

4. Ask a volunteer from each group to read the summary to the class.

5. Collect lists and summaries and evaluate.

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

The Game

1. Direct students to write a paragraph about an imaginary game. Learners should make up several of the details involved with the organization and rules of the game. Challenge students to use the words quién and que at least twice in their paragraphs.

2. Collect paragraphs and evaluate for content.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal
Unit 2, Lesson 1, Part C
Probably and Although

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss price comparisons.
• Write a persuasive script.

Focus
Smart Spending

Prepare Ahead:
• Price tags placed on various objects that are displayed at the front of the class.

Have students describe the spending habits of a frugal character named Angelo. Display two objects at a time, state the prices, and ask learners which item they think Angelo will buy. The format of the answers should be, “Aunque a Ángelo le gusta el (vaso), probablemente comprará la (pelota).” Angelo should always buy the inexpensive object.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical
**Being Creative**  
*Let’s Sell This*

1. Divide the class into groups of three students, and hand each group an object.

2. Learners should develop scripts for commercials promoting their object, using **saber** (plus the subordinate clause) in their script. For example:

   Todos saben que esta pelota es roja, pero no saben que es más liviana que el papel.

**Assessment**  
*Showtime*

1. Have students perform the scripts they wrote in the previous *Being Creative* exercise.

2. Evaluate the use of **saber** (plus the subordinate clause).
Unit 2, Lesson 1, Part D
Journal Activity–Win, Lose, Write!

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe scenarios that involve ganar and perder.

Skill Builder
Win, Lose, Write!

Have students describe, in their journals, those times in their lives when they were winners or losers. What did they learn from these experiences?
Grammar & Usage
Unit 2, Lesson 2

Grammar
Preterite Tense Review

Explain the following to learners:
The preterite tense is a simple past tense. It refers to actions that took place at a particular time in the past:

- Mi abuelo nació en 1901.
- Se casó con mi abuela en 1922.
- Vivió en Francia cincuenta y dos años.
- Murió en 1983.

Note that the regular preterite is formed by adding the appropriate ending to the verb stem:

- **-ar** verbs:
  - yo -é
  - tú -aste
  - él/ella/usted -ó
  - nosotros -amos
  - ellos/ellas/ustedes -aron

- **-er** verbs:
  - yo -í
  - tú -iste
  - él/ella/usted -ió
  - nosotros -imos
  - ellos/ellas/ustedes -ieron

Usage
Social Conventions

Explain to students that people of all cultures use certain language forms when engaged in the social interactions of:

- greetings
- introductions
- departures
- asking for or granting pardon
- offering thanks, congratulations, or condolences

Challenge the class to offer examples of words, phrases, or sentences that are used in these situations. Remind learners that these language forms express graciousness and politeness, and serve to engage others in light conversation. Students should include terms (such as the following) that were presented in this Lesson:

- ¡Felicitaciones! (an expression of joy toward someone’s good fortune)
- Le doy mis condolencias. (an expression of sympathy for someone suffering a great loss)
Unit 2, Lesson 2, Part A
Continents and Life Events

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify countries and continents.
• Reflect upon and discuss life events.

Materials:
Props that display symbols of birth, marriage, and death: pacifier, baby blanket, floral bouquet, veil, tombstone (made of cardboard).
World map

Skill Builder
Continent Roll Call

Prepare Ahead:
• Display a world map.

1. Call out countries that can be found on the same continent, so students can guess to which continent these nations belong. For example, China and Japón are found in Asia.

2. Ask questions such as, “¿Cómo es diferente el continente de Antártida del continente de Australia?”

3. Continue until all continents have been discussed.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Engage
Life and Death

Prepare Ahead:
• Props that symbolize birth, marriage, and death: pacifier, baby blanket, floral bouquet, veil, and a tombstone (made of cardboard).

1. Explain that students will be learning the vocabulary for birth, marriage, and death.
2. Display props and then distribute these items, while asking students which life event each pertains to.
3. Have learners create sentences that match their props. For example:
   Sentence: Mi abuela murió el mes pasado.
   Response: Te doy mis condolencias.
   Sentence: Mi hija nació a las once de la noche, anoche.
   Response: ¡Felicitaciones!

Assessment
Writing About Life

1. Challenge students to use different verb tenses to write a series of sentences about each Lesson life event. For example:
   Me caso hoy.
   Mi madre se casó hace treinta años en América del Sur.
   Mis abuelos se casaron hace cincuenta años.
2. Collect sentences and evaluate for content.
Unit 2, Lesson 2, Part B
Fear and Hope

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss traditional children’s stories.
• Describe the emotions of fairy tales.

Materials:
   Books that contain children’s fairy tales

Jump Start
Speaking About Stories

Ask students about traditional tales or fables that are familiar to them. Reinforce the expression tener miedo by asking, “¿Qué libros tienen niños que tienen miedo?”

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

1. Divide the class into pairs of students and have them look through fairy-tale books. Students should browse through these stories to find examples of fear and hope.

2. Have learners describe at least three instances of characters showing fear or hope. For example, “La Caperucita Roja tiene miedo del animal, pero ella espera visitar a su abuela.”

**Assessment**
*Hopeful Times*

1. Direct students to write a paragraph about a time when they were hopeful or fearful.

2. Collect paragraphs and evaluate for content.

**Bloom’s Taxonomy:** Synthesis  
**Multiple Intelligences:** Intrapersonal
Unit 2, Lesson 2, Part C
Soon, Ago, and Already

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe past events.
• Discuss future events.

Materials:
Large pieces of white paper with several verbs, such as correr, nadar, comer, and mirar
Colored paper with the words pronto, hace, and ya

Focus
Birthday Memory

1. Have students sit in a circle and discuss when they were born. Learners should use the word hace, as in, “Yo nací hace trece años.”

2. Challenge students to describe their peers’ ages along with their own, by using sentences such as the following: “Mateo nació hace trece años y yo nací hace catorce años.”

3. Continue until everyone has had a turn.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Focus and Motivate

Time Travels

Prepare Ahead:

- Large pieces of white paper with several verbs, such as correr, nadar, comer, and mirar.
- Colored paper with the words pronto, hace, and ya.

1. Place two words on the board, one verb and one time-based word.

2. Divide the class into teams of four students. Have a member from each team approach the board and write a sentence using the two words. Whoever finishes first gets a point for her team. Place another set of verb and time-based words on the board.

3. For each set of words, a new team member will approach the board and create a sentence. Once everyone has had a turn, repeat the process. Play as time permits or until a team reaches five points.

Assessment

My Plans

1. Have students write four sentences about what they did within the last 36 hours, and four sentences about what they plan to do in the next 36 hours. Advise learners to use the words hace or ya in sentences about the past, and the word pronto in sentences about the future.

2. Collect sentences and evaluate for content.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Research important life dates.
- Use information from relatives to construct their family tree.

**Materials:**
- History or Social Studies textbooks

**Classroom Community**

*In-Class Activity–Historic Figures*

*Prepare Ahead:*
- Ask students to bring their History or Social Studies textbooks to class.

1. Have students use their textbooks to research two historical figures. Learners should record information such as birth and death dates, marital status, and any other facts of interest.

2. Students should then take turns presenting their information to the class.

**Community Connection**

*Out-of-Class Activity–Family Tree*

1. With the help of family members, students should construct their family tree. Remind learners to include information about dates and places of birth, marriage, and death. Students should also describe how each family member is related to them.

2. Have learners present their family trees during the next class.
Unit 2, Lesson 2, Part E
Journal Activity–Changes

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Describe the experience of moving from one place to another, and its effect on their lives.

Being Creative
Changes

Direct students to describe, in their journals, an experience of moving from one place to another. Learners may detail their own experience or the experience of a relative or friend.
Unit 2, Lesson 2, Part F
International Cultural Activity–Customs and Traditions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Present information about cultural customs and traditions.

Connecting to Culture

Customs and Traditions

1. Divide the class into groups of three students, and assign each group a country to research. Each group member will be responsible for researching a particular life event (birth, marriage, or death) as it relates to the customs and traditions of the assigned country.

2. After each group has compiled its information, draw a grid on the board with countries listed vertically, and life events listed horizontally. As groups take turns presenting their projects, have students fill in the grid with facts about the customs and traditions of their appointed country.

3. Lead a discussion about the similarities and differences among views of birth, marriage and death across countries.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Naturalist
Grammar & Usage
Unit 2, Lesson 3

Grammar
Possessive Pronouns
Familiarize students with the possessive pronouns mío, suyo, and nuestro that appear in this Lesson. Remind learners that these pronouns must agree in number and gender with the nouns that are owned.

- La guitarra es mía.
- Los tambores son míos.
- Aquel perro marrón es suyo.
- ¿De quién son estas manos? Son suyas.
- Este perro es nuestro.
- Estos carros son nuestros.

Note that a definite article is not used when a possessive pronoun follows the verb ser.

Grammar
Direct and Indirect Speech
Discuss the following with students:
In direct speech, someone’s exact words are repeated or quoted. In writing, quoted words are placed within quotation marks (“ ”).

Indirect speech is reported speech that is represented, without quotes, in a subordinate clause introduced by que.

- Dije que necesito una caja más grande.
- Él dijo que el tren a Alemania está retrasado.
- Dijo que el parque está al oeste de aquí.
- Dijo que debes tomar este medicamento dos veces al día.

Review verb tenses with learners and remind them to use correct forms with indirect speech.
Unit 2, Lesson 3, Part A
Cardinal Directions

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
- Use a map to convey information about directions.
- Follow cardinal directions to locate countries and oceans.

Materials:
World map

Focus and Motivate
Land Locales

Prepare Ahead:
- Display a world map.
- Prepare slips of paper with the name of one country each.

1. As students walk into the classroom, hand each a slip of paper.
2. Instruct learners to find their assigned country on the world map, and to note its location in relation to the United States.
3. Ask students which country they had and where it is located. Their answers might be formed like this: “Mi país es la India y está al este de los Estados Unidos.”

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic
Skill Sharpener

Locations

1. Choose one student at a time to go in front of the map, blindfolded, and find a continent or ocean.

2. You should choose the location, and the other students must tell the student where to point. They should focus on using the words norte de, sur de, este de, oeste de, and aquí.

3. Have the student take off his blindfold when the class has directed him to the correct location. He should then announce to the class what the country is north of, south of, east of, and west of. For example, “América del Sur está al norte de la Antártida, al sur de América del Norte, al oeste del océano Atlántico, y al este del océano Pacífico.”

4. Choose another student to repeat the process.

5. Continue as time permits.

Assessment

Treasure Map

1. Ask students to write five sentences about finding buried treasure. They should first draw the map, and then write clues such as, “Está al este de las flores rojas y al norte del árbol grande.” It may be helpful for students to quickly sketch a map, for reference.

2. Collect projects and evaluate for content.
Unit 2, Lesson 3, Part B
Plant Life

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify plant life using visual and auditory association.
• Describe the characteristics unique to certain environments using word organization.

Focus and Motivate
Guess That Plant!

1. Draw the following on the board: manzano, pino, naranjo, and pasto.

2. Ask students to identify each item; prompt them with questions such as, “¿Qué está creciendo aquí? ¿Qué tipo de árbol es este?” Repeat until learners seem comfortable with the name-picture association.

3. Erase the pictures and call on several students to draw various plants on the board. The rest of the class should guess what they have drawn.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Explore
Word Web

1. Learners should draw two word webs, one with Selva as its title and one with Desierto as its title.

2. Divide the class into groups of three students and have them fill in the word web as much as they can, with words that describe or pertain to the headers. Below is a sample of words for each web:
   - Desierto: calor, hace sol, arena, camello, África, tiene sed, no hay agua
   - Selva: monos, África, lluvia, flores, Brasil, plantas

3. Draw word webs on the board and have students help you fill them in using answers from their sheets.

Assessment
Climates of the World

1. Students should write 10 sentences about where they would like to travel or where they have traveled. They should focus on using as many vocabulary words as possible to describe the climate and environment of that area.

2. Collect sentences and evaluate for content.
Unit 2, Lesson 3, Part C
Possessive Pronouns

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Ascertain and verbally communicate information about ownership.
• Revise sentences by changing personal pronouns to possessive pronouns.

Materials:
Photos of different cars (one per student)

Jump Start
Whose Car Is Whose?

Prepare Ahead:
• Photos of cars clipped from magazines (one per student).

1. Distribute the photos of the cars to each learner. Each student should stand up, show his photo, and announce to the class, “Este carro es mío.” Advise students to pay close attention as they will have to match the car to its owner soon.

2. Collect photos.

3. Show photos one at a time and ask the class, “¿De quién es este carro?” Have students point out who it belongs to and say, for example:
   Ese carro es de ella. Es suyo.
   Ese carro es de él. Es suyo.
   Ese carro es mío.

4. Continue until all pictures have been matched with an owner.

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

Famous Landmarks

1. Write the following country names and related landmarks on the board:

<table>
<thead>
<tr>
<th>Reino Unido</th>
<th>España</th>
<th>México</th>
<th>Alemania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chunnel</td>
<td>los Pirineos</td>
<td>Golfo de California</td>
<td>Río Rin</td>
</tr>
<tr>
<td>Río Thames</td>
<td>Museo del Prado</td>
<td>Tenochtitlán</td>
<td>el Bosque Negro</td>
</tr>
<tr>
<td>Stonehenge</td>
<td>la Alhambra</td>
<td>Yucatán</td>
<td>Neuschwanstein</td>
</tr>
</tbody>
</table>

2. Have four students stand in front of the board, and designate a country where each lives. The countries should be España, Alemania, México, or the Reino Unido.

3. Call out names of landmarks and call on students who are seated to state which standing student’s country it is located in. Say, for example, “¿De quién es el país que tiene el Río Rin?” A student would refer to the resident of Germany and say, “Es suyo.” Focus the responses on the correct use of the possessive pronoun.

4. Continue as time permits.

Assessment

Possessing Your Pronouns

1. Instruct students to write five sentences using forms of su, nuestro, and mi. For example, “Su perro marrón es hermoso.”

2. Learners should then rewrite their sentences by changing the possessive adjectives to possessive pronouns. For example, “El perro marrón es suyo.” Take note that su will become suyo and mi will become mío.

3. Collect sentences and evaluate for content.

Word of the Day: dijo
Unit 2, Lesson 3, Part D
Journal Activity–All Living Things

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the relationships among humans, animals, and plants.

Being Creative
All Living Things

Ask students to describe, in their journals, the ways in which people, animals, and plants coexist to enrich life.
Unit 2, Lesson 3, Part E
Latin American Cultural Activity–Rain Forests

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Research and report information about the rain forests of Central and South America.

**Materials:**
- Research materials
- Library access
- Computers with Internet access

**Connecting to Culture**

*Rain Forests*

1. Introduce the topic of the rain forests of Central and South America. websites focusing on rain forest conservation may be helpful sources of information.

2. Divide the class into groups of four students, and assign one of the following rain forest topics:
   - indigenous people
   - weather
   - plant life
   - animal life
   - issues of rain forest preservation

3. Direct learners to research information about their topic and prepare a report for presentation to the class.

4. After all groups present their projects, lead a discussion that focuses on students’ opinions on rain forest issues.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial
Usage

*Es Peligroso*

Explain to learners that when the phrase *es peligroso* is used at the beginning of a sentence, the verb that follows is in its infinitive form:

- *Es peligroso* tocar un tigre.
- No es peligroso beber esto.
- *Es peligroso* nadar con tiburones.
- No es peligroso acampar aquí.

Usage

*Mira*

Explain to students that *mira* is the imperative form of *mirar*, and is used to call attention to an event:

- Está tocando el violín. Mira, el suyo es más nuevo que el tuyo.

*Mira* (or *miren*, as in the following example) is often used in exclamatory sentences:

- ¡Miren aquel carro! El suyo está más sucio que el nuestro.

Remind students that inverted and upright exclamation points begin and end exclamatory sentences.
Unit 2, Lesson 4, Part A
Animals

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify animals according to their characteristics and habitats.
• Compare and contrast animals’ characteristics.

Materials:
Photos of animals introduced in this Lesson

Skill Sharpener
Know Your Creatures

Prepare Ahead:
• Photos of animals introduced in this Lesson.

1. Display photos of animals that may include the following: camello, ballena, mono, pingüino, tigre, elefante, vaca, pato, pollo, pájaro, rana, tiburón, and serpiente. Call out characteristics of the animals, such as colors or habitat. For example:
Este animal es blanco y negro y vive en el océano.

2. Call on students to answer.

3. Continue as time permits or until all learners have participated.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Focus and Motivate

Animal Comparisons

1. Display two photos of animals introduced in this Lesson.
2. Divide the class into groups of three or four students. Ask the groups to list differences between the displayed animals (Las ballenas son grises y las vacas son blancas y negras).
3. Have each group take a turn reading its list to the class.

Assessment

Animal Homes

1. Direct students to categorize animals according to their habitats (el océano, el desierto, la selva) and report their findings to the class.
2. Collect papers and evaluate for content.

Word of the Day:
sabe
Unit 2, Lesson 4, Part B
Beautiful, Ugly, and Dangerous

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe features of animals or objects.
• Explain why they think something is ugly or beautiful.

Materials:
Photos that depict ugly and beautiful versions of animals or objects

Skill Builder
Beautiful But Dangerous

Prepare Ahead:
• Photos that depict ugly and beautiful versions of animals or objects. If possible, have some of the subjects be considered dangerous, such as an ugly and dangerous snake.

1. Display photos one at a time and have learners call out whether they think the subject is feo or hermoso.

2. After you have gone through all the photos once, hold them up again and ask students to add whether or not they think the subject is peligroso. Learners may respond, “Esa rana es hermosa pero peligrosa.”

Bloom’s Taxonomy: Evaluation
Multiple Intelligences: Visual-Spatial
Reflection

Judgment Calls

1. Take this time to discuss the difference between an opinion and a fact, and how this applies to the terms feo and hermoso.

2. Have learners write detailed descriptions of five items. Students should focus on the characteristics they feel make the object ugly or beautiful.

3. Collect papers and evaluate for content.

Assessment

A Place of Distinction

1. Direct students to write a paragraph about a place they feel is ugly or beautiful.

2. Collect paragraphs and evaluate for content.
Unit 2, Lesson 4, Part C
Ownership

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use visual and verbal cues to draw conclusions about ownership.
• Ask and answer questions about ownership.

Focus and Motivate
Unusual Pets

1. Draw four animals on the board and write students’ names below three animals. Write your name below the fourth animal.

2. Explain to students that the animal with their name written beneath it is theirs.

3. Ask a student, “Disculpa, ¿es esta serpiente suya?” She should answer with replies such as the following:
   Sí, esa serpiente es nuestra.
   No, esa serpiente es de ellos.
   Sí, la serpiente es mía.

4. Continue until every learner has had a turn.

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

**Assigned Objects**

1. Place several objects at the front of the classroom, and call on an equal number of students to stand by them. Choose a student, from the rest of the class, to leave the room. While that student is out of the room, instruct the standing students to claim an object as theirs (without holding it).

2. The goal is for the student who left the room to figure out who owns each object. He will re-enter the room and ask questions such as, “¿Es esta tu pelota?” The peer being questioned can then reply, “Sí, la pelota es mía.” or “No, la pelota es suya.”

3. The student should continue to ask questions until he has learned who owns each of the objects.

![Timer Icon]    ![Checkmarks]    **Bloom's Taxonomy: Analysis**

**Multiple Intelligences: Bodily-Kinesthetic**

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**Assessment**

**Object of My Affection**

1. Have students write a paragraph about things they enjoy that belong to them, or to others. Advise learners to use the words *nuestro, mío*, and *suyo* in their paragraphs.

2. Collect paragraphs and evaluate for content.

![Timer Icon]    ![Checkmarks]    **Bloom's Taxonomy: Synthesis**

**Multiple Intelligences: Verbal-Linguistic**

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**Word of the Day:**

toca
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use Lesson vocabulary to make a persuasive argument.
• Research information about nature and wildlife.

Materials:
Brochures about wildlife and nature
Art materials

Classroom Community
In-Class Activity–Wildlife Brochures

1. Divide the class into groups of four students and direct each group to create brochures or animal lovers. Display sample flyers, and encourage learners to use as many vocabulary words as possible in their descriptions. Groups should also illustrate their flyers.

2. Learners should then present their projects to the class.

3. Collect brochures and evaluate for content.

Community Connection
Out-of-Class Activity–Wildlife Sentences

1. Have students write at least 10 sentences about the wildlife of a country of their choice.

2. Collect sentences during the next class session and evaluate for content.
Unit 2, Lesson 4, Part E
Journal Activity–Amazing Animals

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Compare and contrast the features of various animals.

Being Creative
Amazing Animals

Direct students to select three animals represented in the vocabulary from this Lesson and compare their features. Suggest that students describe habitats, eating habits, appearances, or other characteristics.
Unit 2, Lesson 5, Part A
Enrichment Activity–Coat of Arms

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

Coat of Arms

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. Instruct students that, in this exercise, they will be creating an adaptation of a coat of arms for themselves.

2. As learners begin by researching heraldry, they should gain a basic understanding of the following:
   The history of heraldry
   Meaning of the symbols involved
   How a coat of arms is obtained
   Importance of an individual coat of arms

3. Display an example of a shield that is divided into three sections. Advise students to enlarge this example on poster board, and fill each section with:
   Words and illustrations about their past (family, place of birth).
   Words and illustrations about their present (favorite activity, color, food).
   Words and illustrations about their future hopes and dreams.

4. Students should then present their coat of arms and share what they learned about heraldry, while explaining the details and symbolism of their finished product.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Describe the features and characteristics of animals.

Materials:
Several index cards with the names of different animals on them

Extra Help
Animal Vocabulary

Prepare Ahead:
• Index cards with names of animals.

1. Distribute index cards.

2. Have each student write a sentence that describes the animal on her card. The sentence should be written on the back of the index card.

3. Learners should then pass the card to the next person, who will add on another sentence.

4. When students have added three or four sentences to each card, have them take turns reading these descriptions to the group.
Unit 2, Lesson 5, Part C
Focused Activity–Sentence-Speaking Waterfall

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Speak sentences that are created one word at a time.

Extra Help
Sentence-Speaking Waterfall

Prepare Ahead:
• List of sentences that use Lesson vocabulary.

1. Write a sentence on the board, one word at a time. After the addition of each word, students should read the forming sentence aloud. For example:
   Ese
   Ese pájaro
   Ese pájaro azul
   Ese pájaro azul volando
   Ese pájaro azul volando es
   Ese pájaro azul volando es del
   Ese pájaro azul volando es del océano
   Ese pájaro azul volando es del océano Pacífico
   Ese pájaro azul volando es del océano Pacífico y
   Ese pájaro azul volando es del océano Pacífico y come
   Ese pájaro azul volando es del océano Pacífico y come pescado.

2. Continue with new sentences as time permits.

⏰✅✅✅✅✅
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Use possessive pronouns to assign ownership of an object.

Materials:
Container with slips of paper, one of which is marked with an X

Extra Help
Owning Grammar

1. On the board, draw an object (such as an apple) and list the possessive pronouns to use for this activity (suyo, mio, nuestro, and tuyo).

2. Ask each student to draw a slip of paper from the container. The person who gets the X owns the object on the board.

3. Learners then take turns telling the others in the group who owns the object.

4. Repeat the exercise with a new object drawn on the board, making sure that a different student gets the slip marked with the X.
Unit 3, Lesson 5, Part E
Focused Activity–Listening for Clues

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Identify animals and locations through careful listening.

Materials:
Deck of cards

Extra Help
Listening for Clues

1. Have students sit in a circle and place a deck of cards in the center.

2. Read the story below and direct learners to pick up a card each time they hear a noun that is an animal or a location. The first person to pick up a card keeps it; all others return theirs to the deck.

3. Whoever has the most cards at the end of the story wins. Encourage the winning student to read the story aloud.

Story:
Me llamo Omar y me gustan los animales. Tengo cuatro perros y tres gatos en mi pequeño apartamento en China. Yo tenía más cuando era un niño. Tenía diez perros y diez gatos. Mi hermana, que está en la India ahora, tenía diez monos. Cuando vivíamos con nuestros padres en Japón, teníamos un caballo marrón que se llamaba Canela. A él le gustaban las zanahorias y el azúcar, pero a mi serpiente llamada Anita le gustaba la torta. Fui a la universidad en México, pero no traje a Canela o a Anita. ¡Tenía a Coquí, que es una rana! Mi hermana fue a la escuela en el Reino Unido con un mono. Ella estudia historia e inglés.
Unit 3

Practical Matters

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Unit 3: Practical Matters

Introduction to Unit 3

In this Unit, new words and phrases are introduced—including aburrido, interesante, correcto, incorrecto, and creer—that will undoubtedly liven up class interactions by adding elements of opinion and judgment. Your students will also enjoy enhanced conversations as they learn to use the present perfect verb tense and conditional clauses. Unit 3 also teaches learners how to use new vocabulary pertaining to linear measurements, weights, fractions, financial transactions, tools, baking, and food freshness.

Teaching Unit 3

Beginning with the first Lesson, a new window opens to your students as they learn to say “I think” as a preface to stating their opinions or thoughts about issues and occurrences. You will likely be called upon to work closely with them as they begin to express their thoughts in the present perfect verb tense and through conditional clauses. You may find that some students have difficulty assessing what their opinions are in the first place, much less being comfortable about expressing them.

Lesson 1a: Conversational Vocabulary

This first Lesson in Unit 3 challenges students to express what they think about certain topics—in the sense of describing their opinions or what they believe to be true. Learners will also focus on creer and other vocabulary words as they create fill-in-the-blank sentences and complete those written by their peers.

Lesson 1b: Present Perfect–Part 1

Start this class with a refresher overview about the past, present, and future verb tenses, followed by examples of the newly introduced tense present perfect. The latter is the thrust of this and the next Lesson. Today, students practice writing sentences that clearly exemplify the present perfect verb tense in context, then read their sentences aloud.

Lesson 1c: Present Perfect–Part 2

Practice with the present perfect verb tense continues as your students participate in a question-and-answer session, ascertain which verbs are missing from incomplete sentences, and form more complex sentences by adding words that describe frequency.

Lesson 1d: Journal Activity–Present Perfect Passage

In their journals, students will respond to one of four writing prompts that necessitate use of the present perfect verb tense.

Lesson 1e: Latin American Cultural Activity–Latin American Folklore

In this activity, your students will have the opportunity to explore the written and oral traditions of Latin American culture. The rich tapestry of traditions will help your learners place their new language in the cultural context in which it belongs.

Lesson 2a: Buying and Selling

After an exercise involving conversion of international currency, students will practice new vocabulary focusing on financial transactions while role-playing as buyers or sellers in mock store transactions.

Lesson 2b: Words for Packing

Whether one totes a suitcase, briefcase, or backpack, something is always being put in or taken out. Today, learners discuss, write about, and collaborate on a creative project regarding packing and unpacking.

Lesson 2c: The Conditional

This Lesson introduces conditional clauses, so you will likely want to begin class with a discussion about why these exist and how they are used in Spanish. Your students will be challenged to read, write, and speak sentences containing conditional clauses during three activities.

Lesson 2d: Review

For this review, you will need to prepare ahead by clipping magazine or newspaper photos that relate to Lesson 2 topics, vocabulary, or grammar points. Students will work in pairs describing images to each other, and drawing based solely on the descriptions they hear. At home, students will write a story based upon the photos they drew, incorporating family members and friends as characters.

Lesson 2e: Journal Activity–Planning a Vacation

Students will research elements of vacation-planning. Then, drawing upon the wealth of travel-related vocabulary they have learned, they will write in their journals about what they learned about their vacation topic of choice.
Lesson 3a: Fractions
Today, visual and tactile representations of a half, quarter, third, and whole are learning tools that not only will help your students practice talking about fractions in Spanish, but will enforce what they have already learned about them in their math classes.

Lesson 3b: Measurements and Weights
Hands-on activities in this Lesson give your students real-world practice determining and converting weights and linear measurements of objects in the classroom. In the process, they will gain valuable experience speaking and writing related vocabulary words.

Lesson 3c: Comparisons
Continuing the theme of Lesson 3b, activities today focus on comparing and guessing the height and weight of objects. New terminology will include as tan alto/-a como, tanto como, por lo menos, casi, más que, and y menos que.

Lesson 3d: Journal Activity–Measuring at Home
Students will explore their home for items to measure or weigh, and then document this information in writing.

Lesson 3e: International Cultural Activity–International Cuisine
Most likely, students in your Spanish class have some knowledge of foods from diverse countries and cultures. Today, groups of learners will research and report to the class about the foods common to countries of their choosing. If appropriate, you may wish to have samples of exotic foods for students to taste.

Lesson 4a: Tools of the Trade
In this Lesson, students will practice categorizing and comparing the tools people use in kitchens and offices and in the construction trade. Through a team-based game and a writing assignment, there will be ample opportunities for using the Spanish words for these implements.

Lesson 4b: Ripe and Rotten, Fresh and Frozen
Role-playing as executive chefs, students will create highly detailed grocery shopping lists, with instructions to an imaginary employee about the freshness and quality of items to be purchased. This Lesson features ample opportunities for you to discuss the concepts of ripe and rotten and, if time permits, the importance of safe food storage and preparation.

Lesson 4c: Cooks in the Kitchen
Today, students learn to write a recipe and will thus be introduced to words and concepts related to recipe format, types and quantities of ingredients, and preparation instructions. They will also critique recipes written by their peers.

Lesson 4d: Review
Drawing upon the concepts and vocabulary learned in Lesson 4, your students will write step-by-step instructions for preparing a meal or repairing or building something. At home, they will interview family members or friends about their building experiences, and then write about what they learned.

Lesson 4e: Journal Activity–Measuring Accurately
An incorrect measurement can make the difference between success and failure in building projects and other tasks. Today, students will write about why accuracy in measuring is important when following directions for any project.

Lesson 5a: Focused Activity–Grammatically Correct
With particular emphasis on the present perfect verb tense and conditional clauses, this extra-help assignment challenges students to choose between words to make grammatically correct sentences and to write sentences about several topics.

Lesson 5b: Focused Activity–Rewriting Sentences
In this exercise, students practice revising sentences by changing at least two words, one of which must be a verb.

Lesson 5c: Focused Activity–Listening Attentively
Students must listen carefully as you read a series of fill-in-the-blank sentences aloud. Then, from a list of vocabulary words, they will choose the most appropriate terms to complete the sentences.
Grammar & Usage
Unit 3, Lesson 1

Grammar

Present Perfect Tense

Explain to students that the present perfect tense is used for actions that have already taken place. To form the present perfect, advise learners to use a present form of the auxiliary verb haber with a past participle. The past participle is formed by adding -ado (for -ar verbs) or -ido (for -ir and -er verbs) to the verb stem.

¡Ya he ordenado mi dormitorio dos veces esta semana!
Ella ha enseñado arte por veinticinco años.
No he comido nada hoy.
Mis padres ya me han enviado cuatro paquetes este mes.

Grammar

Indicative and Subjunctive with Creer and No Creer

Remind students that dependent clauses typically begin with the term que. In this Lesson, students will see dependent clauses that have verbs in both indicative and subjunctive forms. Explain that in sentences with creer, the verb in the dependent clause is in the indicative form.

Yo creo que mi abrigo está aquí.
Él cree que no hay nadie en la casa.

In sentences with no creer, the verb in the dependent clause is in the subjunctive form.

Ella no cree que su novio cocine bien.
Ellos no creen que ella toque bien la guitarra.
Unit 3, Lesson 1, Part A
Conversational Vocabulary

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Create challenging incomplete sentences for their peers to decipher.
• Critique other students’ use of Lesson vocabulary and their sentence construction.

Jump Start
What Do You Think?

1. Motivate your class to use Lesson vocabulary by asking questions such as:
   ¿Qué crees que es interesante?
   ¿Cuándo conociste a tu amigo?
   ¿Conoces a alguna persona famosa?

2. Invite students to respond to each other’s answers and to discuss what each thinks is interesting or boring, when they met each other, or whether they know any famous people.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Engage

Creating the Blanks

1. Write the words interesante, aburrido, correcto, incorrecto, apropiado, saber, creer, and conocer on the board, and ask students to copy them onto a sheet of paper. Students will create fill-in-the-blanks sentences to be completed by another student in the class.

2. Students should write four sentences or lines using each of the given words, but instead of writing the vocabulary word in the sentence, they should leave a blank space. For example:
   - Comer chocolate en el desayuno no es ______; debes comer fruta.
   - Yo ______ a Sally. Ella es una amiga de mi hermana.

Assessment

Filling in the Blanks

1. Have the authors of the fill-in-the-blank sentences from the previous activity write their names on their papers.

2. Collect and then distribute the papers back to the class at random, making sure no one receives his own.

3. Instruct students to use the vocabulary words to complete each sentence. If they notice any mistakes, students should make notes and offer suggestions for correcting them.

4. Collect sentences and evaluate for content.

Word of the Day: interesante
Unit 3, Lesson 1, Part B
Present Perfect–Part 1

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Respond to questions by creating sentences that use the present perfect verb tense.
• Self-critique and edit their own writing that uses the present perfect verb tense.

Jump Start
Tense Focus

1. On the board, write these sentences as examples:
   Yo comí una manzana ayer.
   Yo estoy comiendo una manzana.
   Yo comeré una manzana mañana.
   Yo he comido three manzanas hoy.

2. Discuss with learners the differences between these sentences in terms of past, present, and future tenses.

3. Stress the present perfect tense, and question students about things they have done. Use these verbs:
   has enseñado has limpiado has comprado
   has sabido has escrito has ganado
   has leído has practicado has conocido
   has arreglado has comido

   For example, you could ask, “¿Qué has leído?” to which a student might respond, “He leído *Orgullo y Prejuicio.*”

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Engage

*Stretching the Imagination*

1. Write these verb phrases on the board in present perfect tense:
   
   has/he enseñado  has/he limpiado  has/he comprado
   has/he sabido    has/he escrito    has/he ganado
   has/he leído     has/he practicado has/he conocido
   has/he arreglado has/he comido    has/he ordenado

2. For each of the above verb phrases, have students write a sentence showing the present perfect verb tense in context. They should include as many of these verb forms as they can. Students should feel free to invent facts. For example:
   
   *Yo he comprado flores para mi mamá.*
   *Ya he ordenado mi dormitorio dos veces esta semana.*

*Bloom's Taxonomy: Synthesis*

*Multiple Intelligences: Intrapersonal*

**Assessment**

*Sentence Selections*

1. Divide the class into pairs of students, and have partners take turns reading their sentences from the previous activity to each other.

2. Each pair of students should choose four sentences to read to the rest of the class.

*Bloom's Taxonomy: Application*

*Multiple Intelligences: Interpersonal*
Unit 3, Lesson 1, Part C
Present Perfect–Part 2

Vocabulary Taught or Reviewed:
agarrar
arreglar
ayudar
comer
nevado
practicar
trabajar

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Create sentences using the present perfect tense after listening to verbal cues.
• Conjugate verbs correctly to complete given sentences and to modify sentences for complexity.

Skill Sharpener
Present Perfect Sentences

1. Have each student speak a sentence using the present perfect tense. Begin by asking the first student a question that would prompt a response in that tense. For example:
   Teacher: ¿Has desayunado hoy?
   Student: No, no he desayunado hoy.

2. Ask various students the same question, and then ask another question that also uses the present perfect tense.

3. After providing several examples drawn from student-generated sentences, have the students create and ask questions, and answer each others’ questions using the present perfect tense.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Engage

Filling in the Blanks

Distribute a list of the following sentences, and instruct students to fill in the blanks with the correct form of the verb in parentheses.

Sentences:
- Yo ______ ______ (ordenar) mi dormitorio dos veces esta semana.
- ¿______ ______ (arreglar) su novio el lavaplatos?
- Ella no ______ ______ (practicar) tantas veces como ella necesita.
- Yo ______ ______ (leer) diez libros este año.
- Ella ______ ______ (enseñar) arte por veinticinco años.
- Nosotros nos ______ ______ (conocer) por cincuenta años.
- Mi madre no ______ ______ (comprar) un carro nuevo.
- ¿______ ______ (comer) tú el desayuno?
- ¿Cuántos partidos ______ ______ (ganar) el equipo este año?

Assessment

Sentence Repairs

1. Divide the class into pairs of students.
2. Partners should take turns reading their sentences from the previous activity to each other.
3. Instruct students to help each other identify and fix errors in their work.
4. After partners are sure that the sentences contain no mistakes, instruct them to make these sentences more complex. Learners should alter the sentences by adding frequency words, such as siempre, nunca, and no.
Unit 3, Lesson 1, Part D
Journal Activity–Present Perfect Passage

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write sentences that use the present perfect to describe things they have accomplished.

Being Creative
Present Perfect Passage

1. Instruct your students to choose one of these topics:
   - libros que he leído
   - algo que he arreglado
   - partidos que he ganado
   - personas famosas que he conocido

2. Have students write at least 10 sentences regarding their chosen topic.
After completing this Rosetta Stone Lesson and today's activities, students will be able to:
• Use the writing style and themes of folklore to create an original work.

Materials:
- Research materials
- Library access
- Computer with Internet access
- Examples of Latin American Folklore websites as possible resources

Connecting to Culture
*Latin American Folklore*

1. Introduce the topic of Latin American folklore. Discuss the significance of these tales and explain the nuances of a culture that embraces the art of folkloric storytelling.

2. Direct students to research information about Latin American Folklore. As learners conduct their research, suggest that they search for tales with common aspects, themes, or characters.

3. After students share their information with the class, assign the following take-home activity: Learners should write a story of their own that reflects the style and structure of the tales they have read.

4. Have students present their stories to the class in the style of Latin American folkloric storytelling.

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

**Syllables, Stress, and Accents**

Review the following guidelines with students, to help them understand the importance of syllables, stress, and accents as they relate to correct pronunciation:

1. Stress the next to last syllable in words that end in a vowel, the letter **n**, or the letter **s**:
   - la **moneda**
   - **hablan**
   - las **pelotas**

2. Stress the last syllable in words that end in consonants other than **n** or **s**:
   - el **animal**
   - la **universidad**
   - el **mostrador**

3. An acute accent (´) is used with the vowels **a**, **e**, **i**, **o**, and **u** to indicate the stress placement in words that do not follow the previous two rules:
   - el **fútbol**
   - la **película**
   - el **maletín**

Acute accents are also used to distinguish between two words that would otherwise appear the same. For example, **el** (“the”) and **él** (“he”) sound the same. The accent makes it clear which is meant:

- No hay espacio en **el** refrigerador.
- Si **él** tuviera un carro, no tendría que caminar.

The **tilde** (~) is used with **n**. The letters **n** and **ñ** are two distinctive letters of the Spanish alphabet.

   - la **moneda**
   - el **verano**
   - el **diccionario**
   - la leña
   - el **tamaño**
   - las **montañas**

Vocabulary

**The Verbs Meter and Sacar**

Explain to learners that the verbs **meter** and **sacar** describe opposite actions. Review the following examples, noting the various verb conjugations:

- **Él mete** la leche en el refrigerador.
- **Yo saco** dinero del cajero automático.
- Ya he **metido** mis juguetes en la caja.
- **Sacar** la pelota de tu mochila.
Unit 3, Lesson 2, Part A
Buying and Selling

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Role-play either side of the buyer-seller relationship.
• Show the value of their money in different currencies.

Materials:
Print-out of current exchange rates
Fake money (from a board game or made by students)
Construction paper
Magazines

Jump Start
Exchanging Your Money

1. Discuss different currencies and exchange rates from around the world. Display pictures of various types of currency, or show actual international currencies to the class.

2. Have students work out the differences in monies by calculating how much of a specific currency they would have, using current exchange rates. Ask them, for example, “¿Cuántos yenes tienes si tienes cincuenta dólares?”

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

Engage
Shopping Spree

Prepare Ahead:
• Construction paper designed to resemble bank notes, in various denominations.
• Construction paper cut into the shape of price tags.

1. Distribute construction-paper bills among students, with each receiving the same total amount.

2. Learners should then “stock a store” using items shown in magazine clippings. Have them cut out at least five items that would be sold at the same store. Students should determine the prices for the various items and select one or two to be on sale. Costs should be in line with the amounts of money that were given at the start of the exercise.
3. Students should write a price on a price tag for each item, and highlight products that are on sale.

4. Have learners display products on their desks, similar to a storefront.

5. Divide the class in half; one group will be the buyers, the other group will be the sellers.

6. Students should circulate around the room on a shopping spree. Buyers must spend all their money in three to five minutes, and cannot keep any money that is not spent.

7. Repeat the exercise with groups switching roles.

Assessment
*Bought and Sold*

1. Have each student show the class what she bought during the previous exercise; she should also talk about the amount of money she spent.

2. Students should then tell the class how much money their store made, how much of their merchandise was sold, and what merchandise is left.

3. Ask questions about the previous *Engage* activity. For example: ¿Quién compró más? ¿Quién vendió más? ¿Qué tiendas fueron caras?

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

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical
**Unit 3, Lesson 2, Part B**  
**Words for Packing**

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Compare and contrast items that are used for carrying.
- Discuss the process of packing.

**Materials:**
- Construction paper
- Markers

**Jump Start**

*My Backpack*

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

1. Show the class either photos or actual examples of a **maletín**, **mochila**, and **maleta**. Ask what the similarities are between the three objects.

2. Ask students about the differences between the three objects and which object is most suitable for different activities. For example:
   - ¿Cuál es mejor para libros de escuela?
   - ¿Cuál es mejor para ir a trabajar?

**Bloom’s Taxonomy: Application**

**Multiple Intelligences: Visual-Spatial**
Engage

Getting Ready for School

1. Divide the class into groups of two or three students, and distribute one sheet of construction paper to each group. Have students work together to draw a backpack that takes up the entire sheet of paper.

2. Instruct students to imagine that they are late for school and only have five minutes to get ready. They will be using this time to pack their backpack with all the items they need for school.

3. Learners should draw and label their backpack items.

4. After time is up, each group should show the class what they put in their backpack. If the class does not agree that the item is necessary at school, they will tell the group to take it out of the backpack. Encourage students to practice using the phrases meter en and sacar de.

Assessment

(Un)Packing Timeline

Have students write a list of everything that they put in and take out of their backpacks throughout the day. They should include the number of times that things are put in or taken out.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

- Create and speak sentences using conditional clauses.
- Complete conditional sentences using the correct verb form.

Jump Start

*If I Had Two Million Pesos*

1. Review the formation of and reasons for using conditional clauses.

2. Cue the class with this sentence starter: “Si yo tuviera dos mil pesos, ...”

3. Call on students to complete the sentence. For example:
   - ...iría de vacaciones.
   - ...compraría un televisor.
   - ...se los daría a mi hermana.

4. Challenge students to think of other sentence starters to present to the class.
   For example:
   - Si yo tuviera un avión, ...
   - Si el restaurante tuviera sándwiches, ...
   - Si ella fuera a China, ...

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Being Creative

*Filling in the Verbs*

*Prepare Ahead:*
- Copies of the incomplete sentences listed on the facing page (one per student).

1. Distribute a sentence list to each student.

2. Instruct your class to fill in the blanks with the correct form of the verb found in the parentheses.

3. Ask learners to revise each sentence by negating it, changing it to a question, or changing it from a question to a statement.
4. Collect sentences and evaluate for content.

Sentences to distribute:

¿Su equipo _____ (ganar) el partido si él agarrara la pelota?
Si usted fuera al centro, __________ (ver) la estatua.
Ella no _______ (tener) hambre si ella comiera un sándwich.
Si yo tuviera un libro ___________ (ser) más interesante estar aquí.
Si tú ordenaras tu dormitorio probablemente ___ (encontrar) tus llaves.
¿________(jugar) un partido conmigo si yo ordenara tu dormitorio?
Yo _______ (llevar) tu cámara si tuviera espacio en mi mochila.
¿________ (estar) ellos mojados si tuvieran un paraguas?
Si hubiera un cajero automático cerca de aquí, yo ______ (tener) efectivo.
El no __ (tener) que caminar si tuviera un carro.
Si nosotros tuviéramos boletos, ___ (poder) mirar el partido.
¿Si ella tuviera más dinero, le _____ (comprar) un reloj pulsera a su esposo.
¿______ (ser) cortés hablar por teléfono si tú estuvieras en la biblioteca?
Si tuviera más espacio en mi maleta, yo __ (meter) tu vestido negro en ella.
¿Si una persona mayor subiera en el subterráneo, ______ (ser) cortés darle tu asiento.
Yo ________ (poder) llevar tus libros si tuviera una mochila más grande.

Assessment

Practicing the Conditional

1. Instruct students to write at least eight conditional sentences.

2. Collect sentences and evaluate for content.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Create a drawing based on a verbal description given by a peer.
• Write a story using a picture for inspiration.

Classroom Community
In-Class Activity—Describe and Draw

Prepare Ahead:
• Photos, cut out from magazines, that depict themes or vocabulary from this Unit.

1. Divide the class into pairs of students. Give a photo to each student, advising her that she should keep it hidden from her partner.

2. Instruct students to take turns describing their photos in detail to their partner, being careful not to identify the subject of the image.

3. Partners should listen, and then draw a picture based on what was described to them.

4. When students are finished drawing, have them do the exercise with a different partner and different photos.

5. Direct students to display the pictures they have drawn alongside the original photos.

Community Connection
Out-of-Class Activity—My Family Characters

1. Ask students to select one of the pictures they drew during today’s Classroom Community activity. It will serve as the basis for a story they will write at home.

2. Instruct learners to incorporate at least one of their family members as a character in their story, which should be at least three paragraphs long.

3. Have students bring their stories to the next class session for sharing aloud.
Unit 3, Lesson 2, Part E
Journal Activity–Planning a Vacation

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Research and reflect upon travel and the process of planning a vacation.

Being Creative
Planning a Vacation

1. Instruct your students to plan an imaginary vacation. Learners should research aspects of travel they find interesting or that are important to planning a trip, such as the cost of travel to a specific area, the best time to visit it, or activities available.

2. Students should write at least 10 sentences in their journals about what they have learned.
Grammar & Usage
Unit 3, Lesson 3

Grammar

The Adverb Casi

Explain to students that the term casi is an adverb of quantity and is invariable. Remind learners that invariable words remain the same, regardless of the number or gender of the terms they modify.

Mides casi un metro.
El vestido cuesta casi noventa dólares.
Las papas pesan casi cuatro kilos.
Soy casi lo suficientemente alto como para andar en bicicleta.

Usage

The Adjectives Redondo and Cuadrado

Advise learners that adjectives such as redondo and cuadrado enable them to communicate more precisely and vividly when describing the shapes of items:

El reloj es redondo.
Esta fruta es redonda.
Este pedazo de pan es cuadrado.
Esta mesa es cuadrada.
Unit 3, Lesson 3, Part A
Fractions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Recognize visual representations of fractions and describe them verbally.
• Write descriptions of fractions they have observed.

Materials:
Magazines
Scissors

Jump Start
Cutting a Pie

1. Draw circles on the board and shade portions of them to represent these fractions of a pie: mitad, tercio, and cuarto. Also shade a whole pie (entero).

2. Ask four students to come to the board and illustrate a fraction of their choice. Each student should then ask the class to state the fraction he has represented.

3. Repeat with four more students, as time permits.

Advise students that they do not have to limit their drawings to circles. They might draw eight apples, for example, and shade two of them to represent a quarter.

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

*Fraction Expedition*

1. Ask students to count off from two to four until each has called out a number (two, three, or four). Assign the following fractions to students according to their number:
   - 2 – mitad
   - 3 – tercio
   - 4 – cuarto

2. As learners gather in groups based on their numbers, distribute magazines and scissors.

3. Allow groups 10 minutes to leaf through magazines in search of visual representations of their assigned fraction. They should cut out the images they find and prepare to present them to the class. For example:
   - mitad  photo of a half moon
   - tercio  photo of two men, in a group of six men
   - cuarto  photo of a cake, with a one-fourth slice cut out

   *Tell students that duplicate representations within groups are not allowed, but that creativity is.*

4. Have groups present their findings to the rest of the class. Award one point for every accurate fraction representation found. The group with the most number of points wins.

   ![Timer Icon]
   ![Checkmarks]
   Bloom’s Taxonomy: Application
   Multiple Intelligences: Logical-Mathematical

*Assessment*

*Writing About Fractions*

1. Have students individually write about several of the fraction representations their group found during the previous *Explore* activity. They should also describe two or more of the fractions they considered most interesting during presentations by other groups.

2. Collect papers and evaluate.

   ![Timer Icon]
   ![Checkmarks]
   Bloom’s Taxonomy: Analysis
   Multiple Intelligences: Visual-Spatial
Unit 3, Lesson 3, Part B
Measurements and Weights

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Speak and use Lesson vocabulary that applies to measuring objects for size and weight.
• Write complete sentences properly stating determined measurements.

Materials:
Measuring devices (scale, ruler, tape measure)

Jump Start
Measuring the Class

1. Introduce Lesson vocabulary by talking about centímetros, metros, and kilos. Discuss the measurements of several items found in the classroom.

2. Two students should measure the weight and width of the board in inches/centimeters, and then convert that into feet/meters.

3. After learners know the measurements of the board, ask them to volunteer to weigh themselves on the scale, and announce their weight, if they choose to.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Engage

How Long, Wide, or Tall?

1. Write these categories on the board:
   ¿Cuánto pesa?
   ¿Cuánto mide?
   ¿Cuánto mide de ancho?
   ¿Cuánto mide de alto?

2. Divide the class into groups of three or four students, and have each group copy the categories from the board onto a piece of paper.

3. Write a list on the board of items for the groups to measure. For example:
   ¿Cuánto mide de largo un bolígrafo?  ¿Cuánto pesa un libro?
   ¿Cuánto mide de ancho la puerta?   ¿Cuánto mide de ancho la ventana?
   ¿Cuánto mide de alto un escritorio?

4. Groups should record the size or weight of each object.

5. After all groups are finished, learners should compare their answers.

Assessment

Writing About Size

1. Ask students to write a complete sentence about all the objects they measured in class today. For example:
   Mi escritorio mide 66 centímetros de alto.

2. Collect sentences and evaluate for content.
Unit 3, Lesson 3, Part C
Comparisons

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Judge whether items are of similar size and weight.
• Write comparative statements regarding the size and weight of objects.

Materials:
Measuring devices (scale, ruler, tape measure); one each per group

Jump Start
Almost As Much

1. Ask questions that would prompt students to compare the weight and height of objects. For example:
   ¿Qué pesa tanto como esto?
   ¿Qué pesa más que esto?
   ¿Qué pesa menos que esto?
   ¿Quién es casi tan alto como yo?
   ¿Quién pesa por lo menos cincuenta kilos?
   Instruct students to respond to your questions in complete sentences.

2. Call on students to ask similar questions of their peers.

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

Similar Measurements

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

2. Each group should select several objects from around the room. They should compare them visually, take guesses as to how they compare in terms of weight and size, and then physically determine how accurate their guesses were.

   Model an example:
   
   Yo creo que este libro pesa por lo menos un kilo.
   (After weighing the book) El libro pesa casi dos kilos.
   Yo creo que este libro pesa por lo menos tanto como este.
   (After weighing the second book) Esto pesa casi tanto como este.

3. Call on individual group members to share their group’s findings with the class.

   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Interpersonal

Assessment

Two by Two

1. One pair at a time, hold up several pairs of similar objects, such as two pens, two books, and two pieces of paper.

2. Instruct students to write several sentences comparing the two objects. Stress that they should use terms such as por lo menos, casi, tanto como, otro, más que, and menos que.

3. Call on students to read their sentences to the class.

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

Word of the Day:
peso
Unit 3, Lesson 3, Part D
Journal Activity–Measuring at Home

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

• Record the weights and measurements of household objects.

Skill Builder

Measuring at Home

1. Instruct students to each find 10 items in their house to measure or weigh, and then write 10 sentences in their journal to document this information.

2. If learners do not have measuring devices at home, they could construct a ruler in class by marking off lines on a sheet of paper, using a classroom ruler as a guide. Students may also estimate weights of items at home, in lieu of using a scale.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:

• Develop a report about foods from different areas of the world.

**Explore**

*International Cuisine*

1. Lead a discussion about the ways meals, food preparation, and grocery shopping differ among cultures and countries.

2. Have students talk about their favorite foods and where these meals may have originated.

3. Divide the class into groups of three or four students, and have each group choose a country to represent.

4. Each group should research foods common in their selected country and how they are prepared.

5. Advise learners to list at least three different items that are popular in their country.

6. Groups should then report their discoveries to the class.

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Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal
Grammar & Usage
Unit 3, Lesson 4

Vocabulary
Household Terms and Food Items

Review the following terms with students, noting that these words are likely to be used around the house, on the job, during grocery shopping, or when dining out:

<table>
<thead>
<tr>
<th>Household Terms</th>
<th>Food Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>el martillo</td>
<td>la pasta</td>
</tr>
<tr>
<td>el clavo</td>
<td>la harina</td>
</tr>
<tr>
<td>el alicate</td>
<td>el tomate</td>
</tr>
<tr>
<td>la llave</td>
<td>la banana</td>
</tr>
<tr>
<td>el destornillador</td>
<td>la pizza</td>
</tr>
<tr>
<td>el tornillo</td>
<td>la sopa</td>
</tr>
<tr>
<td>la linterna</td>
<td>la carne</td>
</tr>
<tr>
<td>la tijera</td>
<td>las verduras</td>
</tr>
<tr>
<td>la cinta adhesiva</td>
<td>el pan</td>
</tr>
<tr>
<td>el lápiz</td>
<td>la tarta</td>
</tr>
<tr>
<td>la regla</td>
<td>la torta</td>
</tr>
<tr>
<td>la hoja de papel</td>
<td>la fruta</td>
</tr>
</tbody>
</table>

Usage
Measurements

Explain the following:
The terms for measurements that students have been learning are based on the metric system, a decimal-based system that uses specific base units of measure to represent specific types of quantities.

<table>
<thead>
<tr>
<th>Base unit of measure</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>metro</td>
<td>length</td>
</tr>
<tr>
<td>gramo</td>
<td>mass</td>
</tr>
<tr>
<td>litro</td>
<td>volume</td>
</tr>
</tbody>
</table>

¡Corriste seis kilómetros!
El hombre está midiendo seiscientos gramos de pasta.
Agregue doscientos mililitros de leche fría.

Note: Use Lesson-based measurement terms to introduce additional units of measure.
Unit 3, Lesson 4, Part A
Tools of the Trade

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Categorize different tools into groups based on how they are used.
• Compare, contrast, and write about tools in the Lesson vocabulary.

Jump Start
What Are Tools?

Prepare Ahead:
• Lesson photos from this and previous Units.

1. Introduce and explain the word herramientas to the class. Emphasize how most vocabulary words in this Lesson can be classified as herramientas.

2. Guide students in comparing and contrasting the various herramientas. Discuss their sizes and purposes, and draw the tools on the board.

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

*Something You Use*

1. At the top of the board, write *Algo que usas...*. Beneath this, write the categories *para construir algo, en la oficina*, and *en la cocina*.

2. Divide the class into three or four groups of students. Advise them that they will be playing a game where they will take turns categorizing vocabulary words. Just as the teams will take turns, each student will take turns within the team. Set an approximate time limit of 10–15 seconds, depending on the skill level of your students.

3. A member of the first team should write a vocabulary word under the relevant category. For example, *un gramo* would go beneath *en la cocina*.

4. A member of the next team should then take her turn.

5. Teams alternate sending a member to the board to write a word. When a student cannot come up with a word, his team gets one strike. When a team gets three strikes, it is out of the game.

6. The remaining teams continue to play until one team remains and is declared the winner.

**Assessment**

*Tool Time*

1. Instruct students to choose three tools from today’s previous activities.

2. Learners should write three sentences about each tool, including descriptions of where the tool is kept, how it is used, where it may be purchased, or any other information.

3. Collect sentences and evaluate for content.

**Bloom’s Taxonomy:** Application

**Multiple Intelligences:** Visual-Spatial

**Bloom’s Taxonomy:** Analysis

**Multiple Intelligences:** Verbal-Linguistic
Unit 3, Lesson 4, Part B
Ripe and Rotten, Fresh and Frozen

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Develop a detailed descriptive set of instructions for someone to follow.
• Evaluate and write a critique of another student’s work.

Jump Start
Ripe, Not Rotten!

1. Introduce Lesson vocabulary, and explain the differences and similarities among **maduro**, **podrido**, **fresco**, and **congelado**. For example:
   - **Maduro** es bueno.
   - No deberías comer comida podrida.
   - **Fresco** es maduro.
   - El hielo está congelado.
   - **Podrido** es viejo.

2. Question students about the differences among the target words. For example:
   - ¿Por qué tienes que tener cuidado en comprar fruta que está madura y no podrida?
   - ¿Qué comida fresca compras?
   - ¿Qué comida congelada compras?

3. Lead the class in a discussion about different foods they eat and how these foods are stored and prepared. Talk about safety issues concerning the proper storage and preparation of food.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Explore

*Shopping for the Chef*

1. Instruct students to pretend that they are executive chefs at five-star restaurants, but they do not have everything they need to cook nor do they have time to shop. One of their employees, Joe, will have to go to the supermarket for them. Students should write a detailed grocery list, plus a few sentences explaining to Joe what it means for food to be *fresco, congelado, maduro* and *podrido*. Learners should make sure their explanations are descriptive because they will want Joe to get the best of what the supermarket sells. For example:
   - Necesito tres manzanas para hacer una tarta.
   - Las manzanas deben ser rojas, redondas y pequeñas.
   - Si no huelen bien, no las compres.

2. Have students trade lists with a partner and take turns in the role of Joe. They should read each other’s list, judging whether they can understand and easily follow it.

**Bloom’s Taxonomy: Evaluation**

**Multiple Intelligences: Interpersonal**

**Assessment**

*Summarizing for the Chef*

1. Have each student write three sentences from Joe’s viewpoint, summarizing and critiquing their partner’s list. For example:
   - No compres pescado podrido.
   - Necesito comprar verduras congeladas para cocinar.
   - Él quiere comprar manzanas verdes maduras.

2. Collect sentences and evaluate.

**Bloom’s Taxonomy: Analysis**

**Multiple Intelligences: Verbal-Linguistic**

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**Word of the Day:**

*fresco*
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write a recipe using Lesson vocabulary and following structural guidelines.
• Instruct their peers about how to follow a recipe.

Materials:
   Cookbooks
   Cooking magazines

Jump Start
What’s Cooking?

1. Introduce Lesson vocabulary by having students take turns writing cooking-related words on the board.

2. Ask learners what they know about baking and cooking, and about their experiences in the kitchen. Question them about the different dishes they can bake, ingredients they use, and culinary procedures.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Being Creative
Writing Recipes

Take this time to introduce words that are important for understanding recipes: ingredientes, receta, mezclar, agregar, or others.

1. Allow time for students to read through cookbooks and cooking magazines.
2. Discuss the format of a recipe and instruct students to write one. Their chosen dish can be imaginary, so encourage students to be creative.
3. Advise students that the recipes should consist of at least eight steps, with a variety of measurements of volume, weight, size, temperature, and time.

Assessment
Recipe Reviewers

1. Divide the class into pairs of students. Have partners exchange the recipes they wrote for the previous Being Creative activity.
2. Students should write at least five sentences critiquing their partner’s recipe and stating whether they think they would enjoy tasting the new dish.
3. Encourage students to discuss their comments with their partner.
4. Collect reviews and evaluate.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Develop a detailed list of instructions explaining how to prepare or build a specific finished product.

**Materials:**
- Art paper
- Markers

**Real-Life Learning**

*In-Class Activity–Step-by-Step Instructions*

1. Have students choose a partner. Each pair should write a step-by-step set of detailed instructions, using complete sentences, for one of these projects:
   - Cómo preparar una cena
   - Cómo construir un/a _______
   - Cómo arreglar un/a _______

2. Advise students to include elements such as materials and tools needed, measurements, and all procedural steps from start to finish. Encourage them to use their imaginations; they may focus on instructions for a nonsensical final product, if they wish. Have art paper and markers available if pairs wish to illustrate their projects.

3. Call on students to read their instructions to the class.

**Community Connection**

*Out-of-Class Activity–Built in the Past*

1. Instruct students to ask family members and friends about their past experiences building an item, whether it was a craft, through work, or for school. Suggest that they take notes.

2. Before the next class session, students should write two paragraphs summarizing what they learned during their discussion.

3. Collect paragraphs and evaluate for content.
Unit 3, Lesson 4, Part E
Journal Activity–Measuring Accurately

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Reflect upon and write about the importance of including precise measurements in directions.

**Being Creative**
*Measuring Accurately*

Instruct students to write in their journals about why measuring accurately is important for the successful completion of tasks such as cooking and building.
Extra Help

Grammatically Correct

Prepare Ahead:

• Copies of the sentences below (one per student).

1. Distribute copies of the following sentences. For each, learners should select the correct word from the parentheses to complete the sentence.
   Hace cincuenta años que nos (conocido/conocemos).
   Yo ya he (limpiar/limpiado) mi cuarto dos veces esta semana.
   (Si/Sí) yo tengo suficiente dinero, compraré una bicicleta nueva.
   (Si/Sí) él tuviera un carro, él no (tengo/tendría) que caminar al trabajo.
   A mí me gustan (muchos/solo) tipos de verduras, pero a mi hermano (sólo/solo) le gustan las zanahorias.
   La balanza está (a la/sobre/en) el supermercado.
   La balanza está (a la/sobre/en) nuestro baño.
   ¿(Cuántos/cuántas) pedazos de pizza quieres?
   Quiero tanta leche (que/como) tienes tú.

2. Have each student create five sentences containing a choice of words, like those in Step 1. Ask students to exchange papers with a peer and complete their sentences.
Unit 3, Lesson 5, Part B
Focused Activity—Rewriting Sentences

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Reconstruct sentences to create new ones.

Extra Help
Rewriting Sentences

Prepare Ahead:
• Copies of the list of sentences below (one per student). Be sure to leave space for students to write beneath each sentence.

Sentence list:
• Esta es la pelota correcta para jugar al fútbol.
• Ella no cree que su novio cocine bien.
• Los alumnos llevan mochilas.
• Si tuvieran paraguas, no estarían mojados.
• Esta persona pesa 62 kilos.
• Nuestra mesa mide un metro de largo por un metro y medio de ancho.
• Ellos están usando tijera y cinta adhesiva para arreglar el mapa.
• Cocine la torta en el horno a ciento ochenta grados.
• Este pollo cuesta menos que la pizza.

1. Distribute lists of sentences and call on students to read them aloud.

2. Advise students to rewrite each sentence by changing at least two words, one of which must be a verb, in the original to form the new sentence. For example:
   - Original: Este pollo cuesta menos que la pizza.
   - Revision: Esta manzana pesa menos que la pizza.
Unit 3, Lesson 5, Part C
Focused Activity–Listening Attentively

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Fill in the missing components of a sentence using oral clues.

Extra Help
Listening Attentively

1. List the following words on the board:
   metros  peligroso  medir
   kilos     yenes     pizza
   llevo     espacio   novia
   interesantes  llevaría  enseñado
   mochila  frescos  euros
   pesa     regla    llevar

2. Advise students that you will be reading sentences aloud. When they hear you say “blank”
   they should write a word from the list that appropriately fits that spot in the sentence. Let
   students know that each word is only used once to fill a blank spot.

3. Read these sentences aloud, repeating as necessary:
   ¿Conoce usted a mi ______ María?
   Los libros son ______ para el, pero la televisión es aburrida.
   Ella ha ______ arte en la universidad.
   Nadar aquí es ______.
   Yo sólo tengo ______. En Japón, tendré que cambiarlos por ______.
   Ella pone sus libros dentro de su ________.
   Si tuviera ______ en mi mochila, yo _______ tu cámara.
   Es cortés ______ flores cuando visitas a alguien en el hospital.
   Este limón ______ tanto como el otro.
   Este edificio mide sesenta y cinco ______ de alto.
   Creo que él pesa por lo menos cuarenta y cinco ______.
   Yo usé una ______ para ________ y es treinta y cinco centímetros de largo.
   Él pone tomates ________ en la ________.
   Yo _______ una torta para tu cumpleaños.
   Yo _______ sandalias para usar en la playa.
Unit 4

Talking About the World

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Unit 4: Talking About the World

Introduction to Unit 4

Level 3 wraps up by spanning the globe to introduce students to nationalities, languages, government leaders, religions, holidays, the world of business, and terminology related to politics and media. In diverse activities that sometimes extend beyond single class periods, students are challenged to draw upon all they have learned in the Rosetta Stone® software and your classroom during this academic year. They will be augmenting their knowledge with new skills, such as communicating in the passive voice, stating agreement or disagreement, comparing vague quantities, and using cardinal directions.

Teaching Unit 4

This lively Unit will most likely keep you on your toes. Perhaps your greatest challenge will be to prepare yourself with ample facts about the topics of world religions, politics, and current events. Now that students can formulate intricate questions, express opinions, and agree or disagree with you and their students, they may raise issues that stir emotions and stimulate discussions far-flung from Lesson topics. Students’ thoughtful participation will be positive proof that they are fully engaged and that the curriculum and your instruction are accomplishing their mission.

Lesson 1a: Nationalities
Today’s Lesson provides a perfect opportunity to discuss with your students the difference between nationality and ethnicity. They will first play a matching game, pairing a country word with its nationality word. Next, they will do library or computer research to glean facts about their own and other nationalities.

Lesson 1b: Political Terminology
Students will scan newspapers to locate some of the politically focused vocabulary words they are learning. A class discussion follows, and then students will construct a word web to help make connections between the meanings of the new words.

Lesson 1c: The Media
In this Lesson, you and your students explore the various media in today’s world. Following a question-and-answer session, learners will research the benefits of various media, then write and present arguments regarding what they consider to be the best medium based on various qualities and standards.

Lesson 1d: Journal Activity—Sharing Cultures
Students will write in their journals about what they have learned from—and taught to—people from cultures other than their own.

Lesson 1e: International Cultural Activity—Politics
This activity has the potential to be lively and emotionally charged as student groups research the political systems of various countries. Each group’s goal will be to prepare and deliver a multi-faceted presentation about the politics, history, wars, and more of their chosen country. Ideally, the information they present will spur class discussion.

Lesson 2a: Language and Business
Spanish words for several languages are introduced in this Lesson, and students will discuss and write about their experience with languages and the impact languages have on their lives. A second focal point today is upon business and work-related vocabulary; students will role-play a conversation between a writer and a person engaged in business.

Lesson 2b: Passive Voice
Today’s Lesson provides an introduction to the passive voice. Learners are charged with finding, writing about, and presenting to their students basic publication information and a synopsis of a book in the school library.

Lesson 2c: Agreements and Disagreements
This Lesson is bound to inspire laughs and possibly arguments, as students begin to express agreement and disagreement in Spanish. Today’s activities will challenge students to verbalize whether they agree or disagree with various statements.

Lesson 2d: Review
Teams of students will play a variation of the old game Telephone, in which a message is whispered down the line from one participant to the next. Focusing on new vocabulary and grammar, today’s activity involves not only whispered sentences, but written ones as well. As a take-home activity, students will write about a current news story.

Lesson 2e: Journal Activity—Business Plan
In their journals, students will write about an imaginary business they would like to own, giving as many details as possible about the mission of the business, how it operates, and more.
Lesson 3a: Quantity and Affirmations
A sentence-based relay race and a question-and-answer session highlight today's Lesson. During these activities, students will gain valuable speaking and writing practice with too many, too much, enough, and a lot. A wrap-up exercise focuses on the affirmation okay.

Lesson 3b: Remembering and Since
Today, in an exercise centering on remember and forget, your learners will use deductive reasoning to match answers with questions. Next, you will read sentences and they will supply the missing words.

Lesson 3c: Cardinal Directions
Maps will serve as references today as students practice using cardinal directions. Learners will describe their family's place of origin in terms of its geographical location relative to continents, countries, states, provinces, and municipalities, for example.

Lesson 3d: Journal Activity–Learning Something New
In this Journal Activity, students will write about a skill they would like to learn and how they would propose to acquire it.

Lesson 4a: Celebrating Holidays
Today, you will lead a discussion about celebrating one-time achievements versus celebrating holidays. At the end of this class period, students will begin working on a Nightly Newscast project, which will span several Lessons and serve as the Level 3 Review.

Lesson 4b: Describing Religions
You will want to prepare for this Lesson by gathering photos of religious symbols and recordings of songs representative of Buddhism, Christianity, Hinduism, Islam, and Judaism. These will provide a good foundation for discussing these religions and their holidays, and for learning how to properly use the noun and adjective representing each religion.

Lesson 4c: Readiness
In question-and-answer activities, learners will practice expressing whether they or others are ready to do an activity or depart for a destination.

Lesson 4d: Review
For a review of this Lesson, your students will create a flyer promoting a festival or parade. Outside of class, they will talk with family members or friends about cultural celebrations, and then write about what they have learned.

Lesson 4e: Journal Activity–Favorite Holiday
Everyone seems to have a favorite holiday, and today's assignment provides an opportunity for your students to write about theirs.

Lesson 4f: Latin American Cultural Activity–Carnaval
In this activity, your students will experience one of the most colorful and exciting aspects of Latin American culture: Carnaval. By researching and presenting reports on this traditional pre-Lent celebration, students will cover both religious and cultural topics relevant to the language they are learning.

Lesson 5a: Enrichment Activity–Inventions
In what will undoubtedly be a long-range project, students participating in this activity will research the nuts and bolts of how inventions are developed. Then, as in the real world of inventors, they will envision an imaginary invention, design it in detail, and provide information about the materials, production methods, and marketing possibilities.

Lesson 5b: Focused Activity–Vocabulary Roles
Scripts set the stage for today's role-playing activity in which students get extra practice speaking and reading vocabulary learned in Unit 4.

Lesson 5c: Focused Activity–Speaking Answers
In this exercise designed to provide extra speaking practice, each learner is given a sentence that answers one of several questions you will read aloud. Students will read their answer aloud when they recognize it to be the appropriate response.

Lesson 5d: Focused Activity–Active Grammar
Today, students will revise a series of sentences, transforming them from passive to active voice.

Lesson 5e: Focused Activity–Listening for Cultures
This lively competitive listening activity is sure to thoroughly engage your students. As you read a paragraph aloud, hands should be raised whenever the learners hear you say the name of a country or religion in either noun or adjective form.

Lesson 5f: Level 3 Review: Nightly Newscast–Part 1
Today, students will review, critique, and rehearse their presentations for the Nightly Newscast project.

Lesson 5g: Level 3 Review: Nightly Newscast–Part 2
Wrapping up Level 3, students will present their Nightly Newscasts.
Grammar & Usage
Unit 4, Lesson 1

Vocabulary
Countries and Continents

Explain to learners that the world consists of seven continents and several countries within those continents. The exception is Antártida, which is categorized only as a continent. Below is a complete list of the continents and a list of some countries.

<table>
<thead>
<tr>
<th>Continents</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>África</td>
<td>Alemania</td>
</tr>
<tr>
<td>América del Norte</td>
<td>Australia</td>
</tr>
<tr>
<td>América del Sur</td>
<td>Brasil</td>
</tr>
<tr>
<td>Antártida</td>
<td>China</td>
</tr>
<tr>
<td>Asia</td>
<td>Egipto</td>
</tr>
<tr>
<td>Europa</td>
<td>Francia</td>
</tr>
<tr>
<td>Australia</td>
<td>España</td>
</tr>
<tr>
<td>Asia</td>
<td>la India</td>
</tr>
<tr>
<td>Asia</td>
<td>Japón</td>
</tr>
<tr>
<td>Asia</td>
<td>México</td>
</tr>
<tr>
<td>Asia</td>
<td>el Reino Unido</td>
</tr>
<tr>
<td>Asia</td>
<td>Rusia</td>
</tr>
</tbody>
</table>

The names of countries are capitalized but their definite articles are not.

Usage
Descriptive Adjectives

Discuss the fact that adjectives associated with names of countries and continents are not capitalized. These adjectives can be used to describe cuisine, people, and objects.

México está en América del Norte.
Esta es una mujer mexicana.
Japón está en Asia.
Esta niña es japonesa.
Unit 4, Lesson 1, Part A
Nationalities

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Match nationalities to nations.
• Gather information about different cultures.

Materials:
World map, computer, geographical reference materials

Skill Sharpener
Finding Your Place

Prepare Ahead:
• Slips of paper with the following words:
  Alemania  China  Francia  Italia  México
  alemán  chino  francés  italiano  mexicano
  América  Egipto  India  Japón  Rusia
  americano  egipcio  hindú  japonés  ruso

Take this time to discuss the difference between nationality and ethnicity.

1. Distribute slips of paper.

2. Explain that students should find a peer with the word that corresponds to the term on their paper. For example, someone with the word alemán would seek the person who holds the word Alemania. Advise learners to ask questions such as, “¿De qué país eres tú?” Students should also name the continent on which their country is located.

Bloom’s Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic
Engage and Explore

Cultural Awareness

1. Divide the class into groups of three students, and assign a nationality to each trio.

2. Direct students to acquire interesting facts about their appointed nationality. For example:
   - Muchas películas indias son buenas.
   - Muchas comidas indias no tienen carne.

3. Encourage learners to list facts about personal nationalities that parallel assigned nationalities. Possible topics include entertainment, literature, sports, leisure activities, food, holidays, or language.

4. Groups should then present their projects to the class.

Assessment

Group Interactions

1. Have students write a paragraph that describes their experiences with other nationalities.

2. Collect paragraphs and evaluate for content.
Unit 4, Lesson 1, Part B
Political Terminology

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Summarize information from newspaper articles.
• Describe basic political concepts.

Materials:
Several newspapers

Focus and Motivate
Popular Politics

1. Display the following Lesson vocabulary terms on the board: soldado, presidente, primer ministro, rey, and reina.

2. Divide the class into groups of three students, and distribute a newspaper to each group.

3. Students should then find references to the displayed words.

4. After students take turns reading a paragraph with one of the target words to their group mates, ask for volunteers to explain their paragraphs to the class.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Skill Sharpener
Political Word Web

1. Display Lesson vocabulary on the board.
2. Divide the class into groups of four students and direct each group to create its own word web.
3. Advise students to write brief explanations of political terms on connecting lines.
4. Groups should then take turns presenting their word webs to the class.

Assessment
News Summary

1. Challenge learners to find a newspaper article about politics and summarize it in one paragraph.
2. Collect paragraphs and evaluate for content.
Unit 4, Lesson 1, Part C
The Media

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe various forms of the media.
• Write and present a persuasive argument about media preferences.

Materials:
Photos of a magazine, radio, television, and computer

Engage
Staying Informed

Prepare Ahead:
• Photos of a magazine, radio, television, and computer.

1. Take this time to introduce the term “medios de comunicación” and to explain the different types of media used to relay news. During your explanation, display corresponding photos to reinforce vocabulary words.

2. Write the vocabulary words Internet, revista, radio, and televisión on the board and ask various questions about them. For example:
   ¿Qué medio de comunicación puedes mirar?
   ¿Qué medio de comunicación puedes escuchar?
   ¿Qué medio de comunicación necesita una computadora?
   ¿Qué medio de comunicación puedes usar en tu carro?

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical
Skill Sharpener

*Media Debate*

1. Divide the class into four groups, with each assigned a different type of media. Explain to students that they will be attempting to persuade the rest of the class that their type of media is the best.

2. After groups research their topic, they should brainstorm ideas and list arguments for their case.

3. Each group should then present its case to the class.

4. After all groups have taken a turn, discuss the presentations and have the class determine which group, in their opinion, was most persuasive in convincing others that their type of media was, in fact, the best.

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

Assessment

*Media Influence*

1. Have students describe, in a paragraph, their favorite form of media and its impact on their schoolwork, home life, and daily activities.

2. Collect paragraphs and evaluate for content.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 1, Part D
Journal Activity–Sharing Cultures

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

Being Creative
Sharing Cultures

Have students write, in their journals, about their experiences with other cultures. Students should describe what they have learned and what they have taught other people.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Prepare presentations about political systems.
• Engage in discussions about political systems.

Connecting to Culture
Politics

1. Divide the class into groups of three or four students and have each group choose a country (India, Estados Unidos, México, China, Rusia, Francia, Alemania, Japón, Egipto).

2. As students research the governments of their assigned nations, advise them to focus on historical aspects that led to the formation of these governments.

3. Learners should then prepare their presentations, with each group member responsible for a particular aspect of the overall project.

4. After each group presents its project, lead a discussion about related topics that students may have covered in Government, History, Social Studies, or Civics classes.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal
Grammar & Usage
Unit 4, Lesson 2

Grammar
Active and Passive Voice
Explain to learners that a sentence is in the active voice if the subject performs the action.

Mi madre está haciendo una torta.
Estas personas están construyendo una casa.
The passive voice is used when the subject receives the action.
Esta torta se hizo esta mañana.
Esta casa se construyó el año pasado.

Usage
Quantifiers
Discuss the fact that the quantifiers used in this lesson clarify quantities of nouns.
todos – all inclusive
algunos – not all inclusive, vague amount
la mayoría – not all inclusive, but mostly
muchos – inclusive of two or more objects, people
ninguno – all exclusive
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Discuss the concept of language.
• Infer answers through logic and well-thought-out questioning.

Materials:
Lesson and magazine photos

Jump Start
Language Learning

1. Take this time to discuss the importance of languages.

2. After dividing the class into pairs of students, have learners ask and answer questions about speaking other languages. For example:
   - ¿Hablas otros idiomas?
   - ¿Qué idiomas hablas?
   - ¿Qué idiomas hablan tus padres?
   - ¿Qué idiomas te gustaría hablar?

3. Ask for volunteers to share information they learned about their partners’ languages.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal
Focus

_Twenty Questions for Work_

1. Divide the class into pairs of students. Explain that one partner will be a businessman or businesswoman. The other partner will be a journalist who is interviewing the businessperson for a magazine article.

2. The journalist should ask a series of detailed questions, in order to provide her readers with a comprehensive view of the subject of her article.

3. Learners should then switch roles after a minimum of twenty questions have been asked and answered.

_Bloom’s Taxonomy: Analysis
Multiple Intelligences: Logical-Mathematical_

Assessment

_Language for Life_

1. Have students write two or three paragraphs about the importance of language in everyday life.

2. After several volunteers read their paragraphs, lead a brief discussion about this topic.

3. Collect papers and evaluate for content.

_Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic_

Word of the Day:
en serio
Unit 4, Lesson 2, Part B

Passive Voice

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the passive voice in descriptions and discussions.
• Gather information about books and present their findings.

Materials:
Variety of books

Focus and Motivate

Passive Voice Practice

1. Write sentences such as the following on the board, with blank lines in place of the verbs:
   Roma no fue construida en un día.
   Estas tazas fueron descubiertas en Italia hace cien años.
   Este libro fue escrito en 1998 por Juana Serrano.

2. Direct students to complete the sentences. Ask volunteers to read their entries aloud to the class.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
**Skill Sharpener**

**Scavenger Hunt**

**Prepare Ahead:**
- List of book titles.

1. Divide the class into pairs of students.

2. Assign a book title to each group. As students research information about their topic, advise them to include data about the author, the year the book was written, the publishing company, and where the book was printed.

3. Learners should then use this information to write sentences in the passive voice. For example:
   - *Roots* fue escrito por Alex Haley en 1976.
   - Esto fue hecho en los Estados Unidos por Doubleday Books.

**Assessment**

**Book Review**

1. Have each group present its findings from the previous **Skill Sharpener** activity to the class.

2. Collect papers and evaluate.
Unit 4, Lesson 2, Part C
Agreements and Disagreements

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Express agreement and disagreement.
• Engage in a discussion of facts.

Materials:
Photos of Italian food and Chinese food

Jump Start
Living Menu

Prepare Ahead:
• Photos of Italian and Chinese food (one photo per student).

1. Divide the class into two groups of students with one group named comida italiana and the other group named comida china.

2. Distribute a photo (face down) to each student.

3. Have learners display their photos, and ask them if they agree that they have been placed in the correct group with a question such as, “¿Estás de acuerdo que tu comida es italiana?” You may hear the response, “No, no estoy de acuerdo que esta comida es italiana. Esta comida es china.” Students should then move to the group with the name that matches the food in their photo.

4. Continue the activity until everyone’s photo matches their group name.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Naturalist
Focus

True or False

1. Direct students to write three sentences that are true, and three sentences that are false.

2. Learners should then take turns reading their sentences to their peers who, in turn, will reply that they either agree or disagree. The student presenting the question should answer with, “¿En serio?” and then explain his answer.

3. Engage learners in a conversation as to why they agreed or disagreed with these statements.

Assessment

Lessons Learned

1. Have learners write a paragraph about a disagreement they had, the way the issue was resolved, and lessons learned from the experience.

2. Collect paragraphs and evaluate for content.
Unit 4, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Participate in team language activities.
• Express their opinions about the presentation of news in the media.

Materials:
Several copies of various newspapers

Classroom Community
In-Class Activity–Telephone

1. Divide the class into teams of four students.

2. Write two vocabulary words on the board. Have the first member of each team create a sentence, write it down, and whisper it to the second member. This student will then whisper the sentence to the third member who must write it down. After he writes the sentence, this student should hand his paper to the fourth member, who will then say this sentence aloud.

3. Score teams on sentence length, vocabulary use, and overall ability to relay sentences accurately.

4. Repeat the activity with a new set of vocabulary words and team members performing different roles.

Community Connection
Out-of-Class Activity–Media Versus Media

1. Have students select an article from a newspaper and look for the same story in other types of media. Learners should then write at least two paragraphs that compare and contrast the way the information is presented. Encourage students to also include their opinions about the topic of the article.

2. Collect papers during the next class session and evaluate for content.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Write about an imagined business plan.

Being Creative
Business Plan

Have students write, in their journals, about the type of company they would like to own. Learners should be as detailed as possible when describing the company’s purpose and daily operation.
Grammar & Usage
Unit 4, Lesson 3

Grammar
Adverbs

Review adverbs with the class as words that modify verbs that tell the time, manner, or place the action occurs. Adverbs do not vary in form for either gender or number and many are formed by adding –mente to the feminine singular form of the adjective. Probablemente hará sol hoy.

Usage
Degree and Quantity

Review with the class words of degree and quantity. Pocos and muchos are opposites; so are más and menos. Introduce the words suficiente and demasiado. Use suficiente when there is a correct amount of something and use demasiado when the amount discussed is greater than what is, was, or will be necessary.

No comí suficiente. Tengo hambre.
No hay suficientes sillas para todos los niños.
Me duele el estómago porque comí demasiado postre.
Hay demasiadas personas en el subterráneo.
Vocabulary Taught or Reviewed: aprender

Unit 4, Lesson 3, Part A Quantity and Affirmations

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify and describe the quantity of an item and compare it to another.
• Participate in conversational dialogues.

Materials:
Various quantities of objects such as marbles, playing cards, index cards, sheets of paper, and pens

Focus
Sharing Time

1. Display objects at the front of the room, ensuring that some are greater in number than the number of learners, and that others are lesser in number.

2. Ask questions such as, “¿Hay suficientes de estos para todos?” or “¿Hay muchos de estos?” Students should then answer, “Sí, hay muchos de estos.” or “No, no hay suficientes de estos para todos.”

Bloom’s Taxonomy: Application

Multiple Intelligences: Logical-Mathematical
Skill Sharpener

Too Much or Too Many?

1. Take this time to explain the difference between *demasiado* and *demasiados*.

2. Divide the class into groups of four students, and have each team line up on the side of the room opposite the board.

3. Say a sentence with the term *mucho* or *muchos*. For example:
   - Mi café tiene mucha azúcar.
   - Hay muchos gatos en esta habitación.
   One member from each team must then run to the board and re-write the sentence using *demasiado* or *demasiados*. For example:
   - Mi café tiene demasiado azúcar.
   - Hay demasiados gatos en esta habitación.

4. The team whose member finished first and wrote the sentence correctly earns a point. The team with the most points at the end of the activity is declared the winner.

Assessment

Say Okay

1. Have students write a short dialogue in which two characters ask each other questions that result in the answer *bueno* and another question. For example:
   - ¿Podemos comer en un restaurante?
   - Bueno. Nos vemos en tu casa?
   - Bueno. ¿Podemos vernos a las ocho de la noche?

2. Collect dialogues and evaluate for content.
Unit 4, Lesson 3, Part B
Remembering and Since

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Engage in conversations about forgetting and remembering.
• Describe situations that target the passage of time.

Materials:
• Variety of colored pens

Jump Start
Find Your Match

Prepare Ahead:
• Use colored pens to write questions and responses on individual slips of paper. Questions and answers that match should be written in the same color and should contain the verbs acordarse, and olvidarse.

1. Distribute questions to several students and ask them to stand on one side of the classroom. Below are sample questions and responses:
   ¿Te acuerdas dónde compraste esto?
   Sí, me acuerdo. Compramos esto en Alemania.
   ¿Te acuerdas dónde vivías cuando eras bebé?
   No, me olvidé. Era muy joven.

2. Distribute the responses to several learners and ask them to stand on the other side of the classroom.

3. Students with questions should read theirs aloud, one at a time, and the student who thinks she has the corresponding response will raise her hand and read her answer to the class. Have both students decide if their question and answer match (use color coding if necessary). If they are correct, they may be seated.

4. Continue until all students have found their match.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Engage

Remember When

1. Take this time to discuss the difference between **hace** and **desde**.

2. Read sentences such as the following, and direct learners to write them down:
   - Nos casamos ______ veinticinco años.
   - He vivido en China ______ 1990.
   - Ella no ha comido ______ anoche.
   - Ella ha escrito por esta revista ______ 1992.
   - _____ tres años que vivimos en Italia.
   - Estamos viendo las noticias _____ las nueve.

3. Students should then fill in the blanks with **hace** or **desde**.

4. Ask volunteers to read their completed sentences, and discuss the reasoning behind their answers.

   ![Bloom's Taxonomy: Application](image)
   ![Multiple Intelligences: Verbal-Linguistic](image)

**Assessment**

**Compound Sentences**

1. Direct students to write six compound sentences, three with **hace** and three with **desde**.

2. Collect sentences and evaluate for content.

   ![Bloom's Taxonomy: Application](image)
   ![Multiple Intelligences: Intrapersonal](image)
Unit 4, Lesson 3, Part C
Cardinal Directions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use a map to obtain specific information for use in descriptive sentences.
• Ask and answer questions using map-based vocabulary.

Materials:
Map of the United States
Globe or world atlas
Slips of paper with U.S. sports teams and their home city or state
(New York Yankees, San Antonio Spurs, Indianapolis Colts, Florida Marlins)

Skill Sharpener
Sports Quiz

1. Draw a compass rose on the board and display a map of the United States.

2. Divide the class into pairs of students and distribute a sports-team paper to each group.

3. Students should then look on the map to find exactly where the team is located and make a quick note about it.

4. Call on each group and ask questions such as, “¿Dónde está [name of city or state]?” Learners should include cardinal directions in their answers (“San Antonio está al sur de Texas.” “Nueva York está al este de los Estados Unidos.”).

5. Continue until each group has had a turn.

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

Mapping Out Answers

1. On the board, write:
   No
   Sí
   Nunca he estado en ______.
   He estado en ______.

2. Ask each student, “¿Has estado alguna vez en el [cardinal direction] de [continent]?”
   Every other student should reply affirmatively and the other students should reply negatively, using the sentences on the board as guidelines.

3. When learners reply, go to the map and point to the continent. Students should then advise you where to point, using the words norte, sur, este and oeste.

4. Continue as time permits.

Assessment

Home Again

1. Direct students to write a paragraph about where their family is from, describing the town, country, and continent using cardinal directions. Have maps available for use as resources.

2. Collect paragraphs and evaluate for content.
Unit 4, Lesson 3, Part D
Journal Activity–Learning Something New

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about skills they want to acquire and describe how they would attain these skills.

Being Creative
Learning Something New

Have students write, in their journals, about something they would like to learn how to do. Students should also describe how they would learn this skill, and explain why this skill is worth learning.
Vocabulary
Describing Religions and Places of Worship

Explain to students that this Lesson focuses on adjectives used to describe people, places, and items pertaining to some religions.

- **hindú**: Estas son estatuas hindúes.
- **cristiana**: Porque hoy es un día de fiesta cristiano.
- **budista**: Ellos están visitando un templo budista.
- **judío**: Porque voy a ir a cenar con una familia judía.
- **musulmán**: Este hombre musulmán está en la mezquita.

Discuss with students that there are many religions, each with different places of worship. Note the following terms for buildings associated with religious worship:

- **el templo**
- **la sinagoga**
- **la mezquita**
- **la iglesia**

Usage
Travel Terms

Review the topic of traveling. Discuss the difference between traveling for entertainment, **de vacaciones**, and traveling because of work, **por negocios**.

- **Ella está en esta ciudad de vacaciones.**
- **Ella está en esta ciudad por negocios.**

Familiarize students with vocabulary and expressions pertaining to things they may see or do while traveling.

- **Tengo mi pasaporte.**
- **¡Vamos!**
- **¿Cómo fueron las vacaciones?**
- **Después de irme de Japón, fui a la India.**
- **Conocí a mucha gente interesante.**
- **Me gustó la comida hindú picante.**
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Categorize words according to their meanings.
• Describe different types of trips.

Jump Start

Reasons to Celebrate

1. On the board, write **celebrar** and ask learners to give examples of once-in-a-lifetime achievements (such as graduating from college) and annual holidays (such as Semana Santa). Explain the difference between celebrating an achievement and celebrating a holiday.

2. If the example given for an annual holiday is a religious holiday, write an example of a secular holiday (and vice versa). Ask students to explain the difference between the two examples.

Bloom's Taxonomy: Analysis

Multiple Intelligences: Naturalist

Skill Sharpener

Business Trips

Prepare Ahead:
• Slips of paper with activities listed on them, specifically actions that would pertain to either a vacation or to a business trip.

1. Distribute slips of paper. On the board, write the words **vacaciones**, **de negocios** and **durante**.

2. Call on students to read their slips of paper aloud and form a sentence using **durante** and either **vacaciones** or **de negocios**. For example:
   - Durante mis vacaciones, fui a los museos.
   - Durante los cuatro días que estuve en París de negocios, me reuní con hombres y mujeres de negocios.

3. Students should then read each other's slips of paper, and those who have business-related actions should switch with learners who have vacation-related actions.

4. Repeat the exercise as time permits.

Bloom’s Taxonomy: Analysis

Multiple Intelligences: Verbal-Linguistic
Assessment

_Holiday Planning_

1. Divide the class into pairs of students, and direct each group to list secular, as well as religious holidays.

2. Students should then write a short description of each holiday.

3. Collect papers and evaluate for content.

_Bloom’s Taxonomy: Analysis_

_Multiple Intelligences: Verbal-Linguistic_

Being Creative

_Nightly Newscast_

Students should have extra time at the end of this class period to begin their Nightly Newscast project for the Level 3 Review. Explain that students will be working on short presentations fashioned after news broadcasts. They may select their own topic for the presentation, which may include the areas of current events, politics, history, weather, sports, fashion, and entertainment. By the end of this class, learners should have chosen a topic and started working on an outline of discussion points. Advise students to bring their completed outline to the next class.
Unit 4, Lesson 4, Part B
Describing Religions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe features of songs that are associated with various religions.
• Discuss religious holidays.

Materials:
Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam.
Photos of symbols that represent holidays and religions (one per student)

Focus
Music and Religion

Prepare Ahead:
• Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam.

Play portions of each song and discuss musical features, as well as religious associations.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Musical-Rhythmic

Engage and Explore
Religious Holidays

Prepare Ahead:
• Photos (one per student) of symbols that represent religious holidays. On the back of each photo, write the name of the religion associated with the symbol.

1. Distribute a photo to each learner.

2. Write questions such as the following on the board, and direct students to pair up and ask these questions of each other:
   ¿Qué tipo de día de fiesta se está celebrando?
   ¿Quién celebra este día de fiesta?
   ¿Por qué estás celebrando?
3. Students should then get into groups of four and present the details of their partner’s holiday to the group.

4. Bring the class together and have students volunteer to present information about their assigned symbol.

Assessment

Celebrations

1. Direct students to write a paragraph that describes their own religious or cultural holidays and the ways in which they are celebrated.

2. Collect paragraphs and evaluate for content.

Being Creative

Nightly Newscast

Have students use their completed outlines to begin writing their Nightly Newscast presentations. If learners would like to work with others to generate ideas, they should be encouraged to do so. Students should bring the first version of their rough drafts of presentations to the next class.
Unit 4, Lesson 4, Part C
Readiness

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Participate in question-and-answer sessions.
• Describe celebrations.

Quick-Start Review
Are You Ready?

1. Write the following on the board:
   Es hora de ir a _____ . ¿Estás listo/-a?

2. Ask students this question and have them answer in the following format:
   Sí, estoy listo/-a para ir a ______.
   No, no estoy listo/-a para ir a ______.
   Depending on their response, encourage learners to explain why they are ready or not ready to go.

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

Focus
Questions to the Answer

1. Divide the class into teams of three students, and state answers that use the word listo/-a for questions that have yet to be asked. For example:
   No, no estoy listo para comer. No tengo hambre.
   Sí, él está listo para nadar. Le gusta nadar en el océano.
   No, no estoy lista para ir al desfile. Estoy comiendo.

2. Learners should confer within their groups and in turn state their responses. Award one point for a complete sentence, one point for a question, and one point for questions with the word listo. For example:
   ¿Estás listo para cenar? Es hora de ir.
   ¿Está él listo para nadar? Es hora de ir.
   ¿Está usted lista para ir al desfile? Es hora de ir.

3. Continue as time permits. The team with the most points wins.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal
Assessment
Parades of the Past

1. Have students write a paragraph about a festival or parade they have attended or are familiar with.

2. Collect paragraphs and evaluate for content.

Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Being Creative
Nightly Newscast

Allow additional time at the end of this class session for students to work on their Nightly Newscast presentations. Learners should have brought their rough drafts to class, and may continue working on them during this time. Students should have their second-version drafts finished by the first Level 3 Review class.
Unit 4, Lesson 4, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write an advertisement flyer for a festival or a parade.

Classroom Community

In-Class Activity–Festival Flyers

Prepare Ahead:
• Art materials.

1. Divide the class into groups of four students and direct them to design, write, and illustrate a flyer for a festival or a parade.

2. Suggest that flyers include directions, where the event is located (using cardinal directions), a list of activities that will take place, and an explanation of why the event is being held.

3. Each group should then take a turn presenting its flyer to the class.

Community Connection

Out-of-Class Activity–Family Celebrations

1. Encourage students to discuss cultural celebrations with their relatives or friends. Learners should then write a paragraph that describes these celebrations.

2. Invite students to share their stories with the class during the next meeting.
Unit 4, Lesson 4, Part E
Journal Activity—Favorite Holiday

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Describe holidays they enjoy.

Being Creative
Favorite Holiday

Have students write, in their journals, about their favorite holiday to celebrate. Learners should include details about the origin of the holiday and describe customs or traditions.
Unit 4, Lesson 4, Part F
Latin American Cultural Activity–Carnaval

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Research, organize, and present information about Carnaval in Latin America.

Materials:
Research materials
Library access
Computers with Internet access

Connecting to Culture
Carnaval

1. Introduce the topic of Carnaval by explaining the features of this Central and South American celebration.

2. After dividing the class into groups of four students, assign each group one of the following topics:
   history
   events
   art
   dance
   cuisine

3. Groups should then research information about their topic as it relates to Carnaval, and prepare a report to present to the class.

4. After all groups have presented their reports, consider planning a mini-Carnaval celebration for your classroom.

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

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.

Students will complete a project that requires them to invent something new. Inventions may be as practical or as whimsical as the inventors want them to be.

1. Instruct students to begin their project by researching the evolution of an invention. Learners will choose at least two different inventions that they find interesting and examine their development. Students should then select one of these to use as a model for their invention and write a brief summary of the creation process.

2. Have students think of the product they would like to invent. They should describe the device and its use, and create a name for their invention. Using the model they have chosen, students should begin the development process.

3. Direct students to design their invention. They should build a model or draw what it might look like. Learners should be specific in measurements and should include a set of step-by-step instructions. Remind learners that their inventions may be practical or whimsical.

4. Instruct students to develop a plan for marketing their invention. Learners should consider the cost of their product, the target audience, and a reason why consumers would buy this invention. Students should also create a print advertisement or a script for a radio commercial.

5. When students present their projects, they may do so in ways such as the following:
   a traditional classroom presentation that describes the creation process
   a sales-conference scenario in which the student is selling his product
   an investor-meeting scenario in which the student must garner financial support for her product
Unit 4, Lesson 4

Unit 4, Lesson 5, Part B
Focused Activity–Vocabulary Roles

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
- Read various scripts that contain Lesson vocabulary terms.

Extra Help

Vocabulary Roles

Prepare Ahead:
- Lists of Unit vocabulary terms.
- Scripts (see below).
- Colored markers.

1. Divide the group into pairs of students. Provide each group with a vocabulary list and scripts such as the following:
   Student 1: ¿Votaste en las elecciones?
   Student 2: Sí, voté por Isabel Machado para presidente.
   Student 1: Voté por Esteban Rivera para presidente. Él fue un soldado.
   Student 1: ¿Has comido comida hindú?
   Student 2: Sí, he comido. No me gusta tanto como la comida china.
   Student 1: Me gusta la comida hindú porque es picante.

2. After students highlight vocabulary terms with colored markers, they should take turns reading their scripts.

3. If time permits, have groups switch scripts and perform the new scenarios.

Clock

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Unit 4, Lesson 5, Part C
Focused Activity–Speaking Answers

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Ask and answer questions.

Extra Help
Speaking Answers

Prepare Ahead:
• Unit-related questions and corresponding answers, written on slips of paper.

1. Distribute slips of paper with answers.

2. Ask questions, and encourage the student with the corresponding answer to read it aloud to the group.

3. When all students have had a turn, distribute question slips of paper and continue the activity, this time with learners providing the appropriate question to your reply.

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Unit 4, Lesson 5, Part D
Focused Activity–Active Grammar

After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Write sentences using passive and active voice.

Extra Help
Active Grammar

Prepare Ahead:
• List of sentences written in the passive voice, such as the following:
  - La torta fue hecha por mi madre.
  - Esta mezquita fue construida en 1900 por un rey.
  - Este libro fue escrito en 1998 por Juana Serrano.
  - Este programa es visto en China.

1. Write sentences on the board.
2. As a group, rewrite sentences in the active voice.
3. If time permits, encourage students to work in partners to develop their own active- and passive-voice sentence pairs. Ask volunteers to share their sentences with the class.
Unit 4, Lesson 5, Part E
Focused Activity–Listening for Cultures

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify target words.

Extra Help
Listening for Cultures

1. Read the script below and have students raise their right hand every time they hear the name of a country (in noun or adjective form). Learners should raise their left hand every time they hear the name of a religion (in noun or adjective form).

2. The first student to raise his hand receives a point, and the first person with five points wins.

3. Read the script again and ask questions such as, “¿Qué tipo de comida se come con arroz?”

Script:
En la India, muchas personas comen comida picante. La comida hindú tiene muchas verduras porque su comida no siempre tiene carne. La comida india se come algunas veces con arroz, como la comida japonesa y la comida china. En Japón, se come mucho pescado. Japón está cerca de China, y en China, muchas personas son budistas. Hay muchos días de fiesta budistas. En el Reino Unido, a muchas personas les gusta la comida hindú. En los Estados Unidos, muchas personas comen comida china y comida mexicana.
After completing this Rosetta Stone Lesson and today’s activities, students will be able to:
• Write, edit, and review original presentations on the topic of their choice.

Classroom Community
*Nightly Newscast–Part 1*

1. Have students work on the latest drafts of their newscast scripts.

2. Advise learners to discuss their work with others.

3. When students are satisfied with the content and quality of their project, they should rehearse their scripts with each other.

4. By the next class session, learners should have their final scripts completed and should be prepared to perform their monologues for the class.
Unit 4, Lesson 5, Part G
Level 3 Review: Nightly Newscast–Part 2

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Present a monologue in the style of a newscast.

Classroom Community
Nightly Newscast–Part 2

After organizing students’ monologues by topic, have the class perform their Nightly Newscast.
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