Table of Contents

**Introduction** .................................................. v
  The Rosetta Stone Story ........................................ v
  About Rosetta Stone Inc. ......................................... vi
  Welcome, Teachers! ................................................. vi
  How We Teach: Dynamic Immersion ........................... vii
  Inside the *Teacher's Guide* ................................... viii
  Supplementary Materials Description ......................... xi
  Lesson Adaptability .............................................. xii

**Unit 1: Tourism** .................................................. 1
  Grammar & Usage: Subject-Verb Agreement in Questions,
    Prepositions for Traveling .................................... 4
  Lesson 1a: Where Should We Go? .............................. 6
  Lesson 1b: Travel Brochures ..................................... 8
  Lesson 1c: Going Places .......................................... 10
  Lesson 1d: Journal Activity–Plan a Tour .................... 12
  Grammar & Usage: Contractions, Activities on the Go .... 13
  Lesson 2a: What Should We Do Today? ....................... 14
  Lesson 2b: Loud and Quiet ....................................... 16
  Lesson 2c: How Do I Get There? ............................... 18
  Lesson 2d: Review ................................................. 20
  Lesson 2e: Journal Activity–Directions ..................... 22
  Grammar & Usage: Using en lugar de eso to Communicate
    Options, Ser versus Estar: Events and Entities ........ 24
  Lesson 3a: Describing Art ........................................ 26
  Lesson 3b: Displaying Art ........................................ 28
  Lesson 3c: Favorites and Exploring Options ................ 30
  Lesson 3d: Journal Activity–Appreciating Art ............. 32
  Lesson 3e: International Cultural Activity–The World of Art 33
  Grammar & Usage: Expressing Likes and Dislikes,
    Expressing Desires Politely ................................... 35
  Lesson 4a: Restaurant Etiquette ............................... 36
  Lesson 4b: Restaurant Offerings .............................. 40
  Lesson 4c: Restaurant Role-Playing ........................... 42
  Lesson 4d: Review ................................................. 44
  Lesson 4e: Journal Activity–Dining Options ................ 46
  Lesson 4f: Latin American Cultural Activity–Tours of Cities 47
  Lesson 5a: Focused Activity–Tourism Vocabulary .......... 48
  Lesson 5b: Focused Activity–Let’s Listen .................... 50
  Lesson 5c: Focused Activity–Speaking of Dialogues ....... 51

**Unit 2: Business and Leisure** ................................ 53
  Grammar & Usage: Conditional Sentences, Ideas ............ 56
  Lesson 1a: Sports Talk ........................................... 58
  Lesson 1b: Work and Play ......................................... 60
  Lesson 1c: Ideas .................................................. 62
  Lesson 1d: Journal Activity–Favorite Hobbies ............. 64
  Lesson 1e: Latin American Cultural Activity–Meet the Team! 66
  Grammar & Usage: Passive Voice, Ordinal Numbers as Adjectives 69
  Lesson 2a: Office Terms ........................................... 70
  Lesson 2b: Setting Appointments ................................ 72
  Lesson 2c: Messages ................................................. 76
  Lesson 2d: Review .................................................. 78
  Lesson 2e: Journal Activity–Every Day Matters ............ 79
  Lesson 2f: International Cultural Activity–Amazing Architects 80
  Grammar & Usage: Independent Possessive Pronouns,
    Addressing Others Formally ................................... 82
  Lesson 3a: Exploring Natural Wonders ....................... 84
  Lesson 3b: Darkness and Light .................................. 86
  Lesson 3c: Exploring the Language ............................ 88
  Lesson 3d: Journal Activity–Sightseeing .................... 90
  Lesson 3e: Enrichment Activity–Travel Posters ............ 92
  Grammar & Usage: Future Events in Conversation,
    Connotations of Tratar .......................................... 95
  Lesson 4a: Mail Delivery .......................................... 96
  Lesson 4b: Care Packages ......................................... 100
  Lesson 4c: Whose Package? ....................................... 102
  Lesson 4d: Review .................................................. 104
  Lesson 4e: Journal Activity–The Perfect Package .......... 106
  Lesson 5a: Focused Activity–Read and Remember .......... 108
  Lesson 5b: Focused Activity–Scrambled Grammar .......... 109
  Lesson 5c: Focused Activity–Speaking of Sports .......... 110

(continues on next page)
# Table of Contents

## Unit 3: Welcome Home! .......................... 113
- Grammar & Usage: Commas, Commas in Complex Sentences .................. 117
- Lesson 1a: Moving Day .................................. 118
- Lesson 1b: Sharing Rooms ................................. 122
- Lesson 1c: The Neighborly Way ............................. 124
- Lesson 1d: Journal Activity—Moving Abroad ......................... 126
- Lesson 1e: International Cultural Activity—Neighboring Nations ............ 127
- Grammar & Usage: Complex Sentences with Aunque and De todos modos, Ongoing Actions in the Past .................. 129
- Lesson 2a: Building Language .............................. 130
- Lesson 2b: Home Improvements ............................. 134
- Lesson 2c: Untangling Until ................................ 138
- Lesson 2d: Review ......................................... 140
- Lesson 2e: Journal Activity—Repairs and Replacements ..................... 142
- Grammar & Usage: Estar por and Acabar de as Time Sequencers, Using Preferir .................. 143
- Lesson 3a: Toy Talk ....................................... 144
- Lesson 3b: The Order of Things ............................. 146
- Lesson 3c: Preferences and Feelings ................................ 148
- Lesson 3d: Journal Activity—Expect the Unexpected ..................... 150
- Lesson 3e: Latin American Cultural Activity—Neighbors Who Share .......... 151
- Grammar & Usage: Imperative Form in Complex Sentences, Tone of Voice in Imperatives .................. 152
- Lesson 4a: Words Around Town ............................. 154
- Lesson 4b: Look and Learn .................................. 158
- Lesson 4c: Travel Talk ....................................... 160
- Lesson 4d: Review ......................................... 162
- Lesson 4e: Journal Activity—Safe Traveling ............................. 164
- Lesson 5a: Focused Activity—Past and Present Grammar ..................... 166
- Lesson 5b: Focused Activity—Reading a Script .............................. 168
- Lesson 5c: Focused Activity—Listen to the Details .................. 170

## Unit 4: Recipes, Remedies, and Routines .............. 171
- Grammar & Usage: Review of Verb Tenses, Describing Events That Coincide .................................. 175
- Lesson 1a: A Busy Day ...................................... 176
- Lesson 1b: What to Wear? ................................... 180
- Lesson 1c: Expressing Preferences ................................ 184
- Lesson 1d: Journal Activity—Laundry List ......................... 188
- Grammar & Usage: Causing and Assisting Other Actions, Using Ser to Express Made Of and Made In .................. 189
- Lesson 2a: Descriptive Words ................................ 190
- Lesson 2b: Looking Good .................................. 192
- Lesson 2c: Products and Materials ................................ 196
- Lesson 2d: Review ......................................... 200
- Lesson 2f: International Cultural Activity—Imports and Exports .................. 203
- Grammar & Usage: Describing Duration, Persistent and Non-Persistent Conditions .................. 205
- Lesson 3a: Get Well Soon! ................................... 208
- Lesson 3b: Discussing Life Experiences ......................... 212
- Lesson 3c: The Healing Touch ................................ 216
- Lesson 3d: Journal Activity—The Way to Wellness .................. 219
- Lesson 3e: Enrichment Activity—When You’re Sick .................. 220
- Grammar & Usage: Negating Multiple Items, Describing Food Using Past Participles .................. 223
- Lesson 4a: Finding Foods ................................... 224
- Lesson 4b: Recipes for Success ................................ 228
- Lesson 4c: Meal Preferences .................................. 230
- Lesson 4d: Review ......................................... 232
- Lesson 4e: Journal Activity—Chef for a Day ..................... 234
- Lesson 4f: Latin American Cultural Activity—Creative Cuisine .................. 236
- Lesson 5a: Focused Activity—the Right Vocabulary Word .................. 238
- Lesson 5b: Focused Activity—Speaking to a Doctor .................. 240
- Lesson 5c: Focused Activity—Listening for Answers .................. 241
- Lesson 5d: Level 4 Review: Jobs and Hobbies—Part 1 .................. 242
- Lesson 5e: Level 4 Review: Jobs and Hobbies—Part 2 .................. 243

## Index of Lesson Activities .................. 245

## Samples and Handouts .................. 249
The Rosetta Stone Story

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

Decoding Egyptian Hieroglyphics

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

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

Language Learning and Technology

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

Today, Rosetta Stone produces the world’s leading language-learning software.
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. In U.S. public secondary schools, for example, enrollment in language courses other than English increased by more than 50 percent between 1970 and 2000, with a remarkable 13.2 percent jump during the last four years of that span—to nearly 7 million students.

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

As student enrollment increases and education standards rise, your work as a teacher in the Spanish-language classroom becomes all the more valuable—and all the more demanding. Rosetta Stone’s personalized, intuitive, and structured language-learning programs—together with your guidance—are certain to ensure student success.
How We Teach: Dynamic Immersion®

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

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

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

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

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

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

Word of the Day

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

- Discuss the meaning of each term and encourage students to use the target word in written sentences.
- Use target terms in questions that inspire students to share their personal experiences (¿Qué tipo de vacaciones prefieres: acampar al lado del lago o quedarse en un hotel caro?).

Level of Difficulty

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

- Simple
- Easy
- Medium
- Moderate
- Difficult
Multiple Intelligences

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

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

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

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
Supplementary Materials Description

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

Course Content

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

Student Workbook

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

Learning Styles and Skills

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

Focused Activities

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

Enrichment Activities

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

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

Elementary Students

The goal of Rosetta Stone language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Dynamic Immersion™ allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings). According to the American Council on the Teaching of Foreign Languages, people who are exposed to another language at a young age have the advantage of being more proficient than those who study another language later in life. The early years of life are an excellent period in which to build a language-learning foundation.
With modifications to the Lessons in this Teacher’s Guide, younger learners can be guided to make the most of their natural ability to grasp languages. As you shape Lessons to address young students’ unique learning styles, you are preparing a solid foundation for new language acquisition and are allowing the immersive process to feel purposeful. Younger students gain priceless exposure to the language and explore it in a communicative environment when their unique learning styles are addressed.

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

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

College Students

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

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

With the Rosetta Stone program as the foundation for their language-learning experiences inside and outside the classroom, college students will be able to communicate more effectively, more comfortably, and with more understanding of the linguistic foundations of their new language.
Unit 1

Tourism

Grammar & Usage: Subject-Verb Agreement in Questions, Prepositions for Traveling .......................... 4
Lesson 1a: Where Should We Go? .......................... 6
Lesson 1b: Travel Brochures .......................... 8
Lesson 1c: Going Places .......................... 10
Lesson 1d: Journal Activity–Plan a Tour .......................... 12
Grammar & Usage: Contractions, Activities on the Go .......................... 13
Lesson 2a: What Should We Do Today? .......................... 14
Lesson 2b: Loud and Quiet .......................... 16
Lesson 2c: How Do I Get There? .......................... 18
Lesson 2d: Review .......................... 20
Lesson 2e: Journal Activity–Directions .......................... 22
Grammar & Usage: Using en lugar de eso to Communicate Options,
Ser versus Estar: Events and Entities .......................... 24
Lesson 3a: Describing Art .......................... 26
Lesson 3b: Displaying Art .......................... 28
Lesson 3c: Favorites and Exploring Options .......................... 30
Lesson 3d: Journal Activity–Appreciating Art .......................... 32
Lesson 3e: International Cultural Activity–The World of Art .......................... 33
Grammar & Usage: Expressing Likes and Dislikes, Expressing
Desires Politely .......................... 35
Lesson 4a: Restaurant Etiquette .......................... 36
Lesson 4b: Restaurant Offerings .......................... 40
Lesson 4c: Restaurant Role-Playing .......................... 42
Lesson 4d: Review .......................... 44
Lesson 4e: Journal Activity–Dining Options .......................... 46
Lesson 4f: Latin American Cultural Activity–Tours of Cities .......................... 47
Lesson 5a: Focused Activity–Tourism Vocabulary .......................... 48
Lesson 5b: Focused Activity–Let’s Listen .......................... 50
Lesson 5c: Focused Activity–Speaking of Dialogues .......................... 51
Unit 1:
Tourism

Introduction to Unit 1

This first Unit in Level 4 of the Rosetta Stone® Teacher’s Guide features Lessons that challenge students to expand upon their command of vocabulary, sentence construction, usage, and written and verbal communication skills. Students are now ready for more complex activities than previously encountered—assignments that require critical thinking about how to bring together the elements of the Spanish language they have learned and apply them to real-life situations. This Unit’s tourism theme is the backdrop against which learners will practice these skills, with intertwined sub-themes including travel planning, visits to art museums and gift shops, and dining in restaurants.

Teaching Unit 1

Your students have advanced to Level 4 because they have a firm grasp of many of the basic patterns of the Spanish language. Now, learners are likely to be increasingly curious about why the language works the way it does, and they will call on you to answer their queries. You can best help by modeling ways of speaking or writing that convey, for example, fine shades of meaning or alternate ways of expressing a single idea in a variety of social situations. This is a good stage in your students’ language learning to elevate class discussions to a higher level, one that encourages students to express themselves in more eloquent ways than in the past, and that welcomes their opinions about a wide range of topics.

Lesson 1a: Where Should We Go?
Maps always intrigue students, so today’s Lesson will be especially fun for those who have lived in or dreamed of traveling to other countries. Using a world map to guide them, learners will learn about Latin American tourist destinations, practice talking and writing about their favorite destinations, modes of travel, guidebook information, and what they want and need when traveling.

Lesson 1b: Travel Brochures
Today’s activities give the future travel agents or tour guides in your classroom a chance to practice skills they might use someday in their careers. Your students will review travel brochures and guidebooks in order to answer questions about destination facts, and then will work in groups to create their own brochures about historic landmarks that are open to tourists.

Lesson 1c: Going Places
It’s field-trip time! This activity aims to provide students with information regarding the different Latin American Spanish-speaking countries. After discussing advantages and disadvantages of going on a field trip to the different countries, your students will select a Latin American country they would like to visit. Learners will also use tourism vocabulary to create a detailed itinerary based on information they discover through research. As a take-home assignment, learners will write an essay about their experiences on the imaginary field trip.

Lesson 1d: Journal Activity–Plan a Tour
Journal activities at the end of each Lesson in the Teacher’s Guide give learners writing practice and call on their imaginations. Today, students will reflect in their journals about the particulars of an imaginary trip they are planning.

Lesson 2a: What Should We Do Today?
Everyone has preferences among indoor and outdoor activities, and this Lesson will challenge learners to review learned vocabulary when referring to these kinds of activities. Students will also be encouraged to express their likes and dislikes using newly learned words such as divertir and aburrido. Your learners will also create and perform scripted dialogues about what they want to do on a given day.

Lesson 2b: Loud and Quiet
Filling in charts and other graphic organizers is an excellent way to tap into students’ naturalist intelligence—one of the Multiple Intelligences identified by Howard Gardner (see the Introduction). Today, your students will collectively assign nouns to appropriate spaces on a chart, based on whether they represent a vehicle or place that is typically silencioso or ruidoso.

Lesson 2c: How Do I Get There?
With city maps in hand, pairs of learners will take turns asking for and giving directions to and from local landmarks, such as restaurants, museums, and parks. After you pose questions about their chosen destinations, students will respond in writing.

Lesson 2d: Review
Travel and nature magazines that you bring to class provide photos that students will use to create colorful, captioned booklets about their dream vacation in a Spanish-speaking country in Latin America. The assignment carries over to students’ homes, where they will share their booklets with a family member or friend and interview them about their own dream vacation.

Lesson 2e: Journal Activity–Directions
Being able to accurately explain how to get from one place to another is a useful skill for everyone. Today, in their journals, learners will write directions from their home to school, using travel and location vocabulary.
Lesson 3a: Describing Art
Famous sculptures, paintings, books, and music—and the artists who created them—are the focal points today as student groups conduct research and prepare presentations about types of artistic accomplishments associated with various centuries.

Lesson 3b: Displaying Art
With an art museum as the imaginary venue for this Lesson, your class will use tourism and shopping vocabulary to prepare and perform a scripted scenario about a visit to an art museum. Next, after creating postcards featuring artwork from the museum, students will address the cards and write a brief note to a friend or family member.

Lesson 3c: Favorites and Exploring Options
For starters today, students will choose appropriate vocabulary words to fill in incomplete sentences that describe problems and offer solutions using the vocabulary words así que and en lugar de eso. You will then challenge your learners to write about and discuss their personal favorites in the categories of leisure activities, colors, food, sports, and types of animals.

Lesson 3d: Journal Activity—Appreciating Art
Students become art critics today as they peruse magazines, textbooks, or websites to find an image of a favorite piece of art and then write in their journals about why it appeals to them.

Lesson 3e: International Cultural Activity—The World of Art
Your classroom will be transformed into an art gallery as students immerse themselves in this hands-on activity that allows them to explore the world of artists and their creations. Provide plenty of art materials and art magazines, museum brochures, and catalogs that learners can use to assemble displays of artwork that will be the focal points of fact-filled presentations they make to their peers. Extend this widely encompassing activity by exhibiting the displays and students’ notes elsewhere in your school for others to enjoy.

Lesson 4a: Restaurant Etiquette
Taste-tempting menus—complete with prices and descriptions of appetizers, entrées, desserts, and beverages—serve as tools for students to practice using restaurant and food vocabulary. Learners will also be calculating meal costs and tips.

Lesson 4b: Restaurant Offerings
Encourage groups of learners to let their culinary imaginations run free as they create restaurant menus describing a wide variety of food selections and their prices. Follow up with a class discussion about the differences between eating a meal at home and dining out at a restaurant.

Lesson 4c: Restaurant Role-Playing
This Lesson promises to be chock full of surprises and classroom audience applause. Today, your students will have fun playing Tic-Tac-Toe and enjoy taking on the roles of restaurant guests and wait staff interacting during an impromptu dining scenario. The only props learners will need are menus, notepads, and their imaginations.

Lesson 4d: Review
Have students enjoy this word-bidding game while revisiting the vocabulary they learned in this Unit. Later, outside of class, learners will create a food journal detailing all the foods they eat during their next breakfast, lunch, and dinner.

Lesson 4e: Journal Activity—Dining Options
For this journal-writing assignment, learners will describe the reasons for their preferred dining choice—going to a restaurant, buying carry-out food, or eating a home-cooked meal.

Lesson 4f: Latin American Cultural Activity—Tours of Cities
Nothing compares to the exhilaration of exploring a Latin American country for the first time. Students will have a classroom mini-version of that opportunity as they research and then present armchair-traveler information about a Latin American city—specifically highlighting landmarks, special events, and restaurants.

Lesson 5a: Focused Activity—Tourism Vocabulary
Have students play the roles of managers and assistants at Rosetta Stone and talk about an imaginary trip to release the latest product in a Latin American city. Encourage students to complete a dialogue using Unit vocabulary to discuss where they are going and what they will be doing.

Lesson 5b: Focused Activity—Let’s Listen
Bingo is always a big hit with learners, and this listening-for-words version will be no exception in your class today. As you read sentences aloud, students must listen attentively until they hear words on their cards and cover them with Bingo chips.

Lesson 5c: Focused Activity—Speaking of Dialogues
Two scripts with dialogue about travel and restaurant scenarios provide the structure for students to practice reading and speaking their new language with a partner and for the class as a whole.
Grammar & Usage
Unit 1, Lesson 1

Subject-Verb Agreement in Questions

Remind students that subjects and verbs must agree in number. Explain that this is true even when the verb precedes the subject, as it does in questions.

¿Cuál es el horario de los museos?
El horario del museo es de 10 de la mañana a 6 de la tarde.

¿Cuánto cuestan las entradas para el concierto?
Mi entrada para el concierto costó treinta euros.

Use a singular verb even when multiple actions are the subject of the sentence.

¿Cuánto cuesta visitar el zoológico y entrar al museo?
¿Cuánto cuesta entrar al castillo y hacer una visita guiada?

Remind your students that in Spanish, certain interrogative pronouns must agree with the gender and/or number of the subject.

Gender only

¿Cuánto dinero necesitamos para el viaje?
¿Cuánta lluvia cayó anoche?

Gender and number

¿Cuántas mujeres fueron al palacio?

Number only

¿Quiénes son los guías del grupo?
¿Cuáles folletos necesitas para hoy?
**Prepositions for Traveling**

Discuss with learners some of the prepositions associated with traveling. Using the appropriate preposition eliminates confusion.

**Para** indicates movement toward a destination (*to*), intention (*in order to*), approximate time, or temporal limit (deadline).

- Ella viajó *para* (to) Argentina ayer. Vamos *para* Francia el mes que viene.
- Tomamos el subterráneo *para* ir (*in order to*) al museo.
- Ella quiere algo *para* (to) beber. Hice una torta *para* tu cumpleaños.
- No puedo ir a las ruinas ese mes porque *para* (by) junio estaré en Chile.

**Para** also indicates intended destination, target, or recipient, a condition or state, or a comparison.

- El regalo es *para* ella.
- Estamos haciendo cola *para* votar. Estoy suficientemente alto como *para* andar en bicicleta.
- El mes de marzo fue malo *para* el turismo en México.
- Las mujeres trabajan *para* el museo.

**Por** indicates mode of transportation (*by*); travel *through, along or down; for or during* (time); *in exchange for,* or *instead of.*

- Llegamos *por* (by) barco. (*En* may also be used interchangeably in most situations.)
- Anduvimos *por* (*along, down*) la Avenida San Juan *por* (for) una hora.
- Caminamos *por* (*through*) el parque.
- Pagué cinco dólares *por* (*in exchange for*) el libro. Te doy mi manzana *por* tu postre.

**Por** can also indicate a space of time or a motive.

- Ellos trabajan *por* la noche. Viajaré a Chile *por* tres semanas.
- ¿*Por* qué viajaron aquí? Estamos aquí *por* negocios.

**De** indicates a starting point, origin, beginning of a timed event, or direction.

- Ella viajó *de* España a Puerto Rico.
- Julia es *de* Guatemala.
- El horario del palacio es *de* 9 de la mañana a 5 de la tarde.

**En** indicates a position within a boundary, such as a geographic area, building, or time period. It is also used with modes of transportation.

- Ella está viajando *en* India. Las ruinas están *en* la selva.
- El guía trabaja *en* el museo de arte.
- Siempre viajan *en* carro en la primavera.

Another useful way to describe a position or location is to use the adverb *cerca* + the preposition *de.* Together they mean *near."

- El hombre está sentado *cerca de* un templo.
- El Castillo está *cerca de* océano.
- ¿El museo está *cerca de* la biblioteca?
Unit 1, Lesson 1, Part A
Where Should We Go?

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use the terms Quiero and Necesito to talk about places, modes of travel, and travel necessities.
• Select travel destinations based on information about weather, prices, and hours of operation.

Materials:
- World map
- Sticky notes with the names of Latin American cities
- Travel brochures for Latin American cities
- Script template; one per group

Jump Start
Travel Tips

Prepare Ahead:
• Use the world map for this activity.
• Label sticky notes with the names of the Latin American cities assigned.

1. Place students in groups of four; one group per destination city.

2. Draw three columns on the board with the following headings:
   Quiero ir a…
   Viajaré en…
   Necesito llevar…

3. Display a map of the world. Ask a member of each group to place his sticky note in the appropriate location on the map. Remind students of vocabulary learned in this and previous Lessons by discussing details related to the column headings. For example:
   Quiero ir a…
   Talk about the names of continents, countries, and cities, as well as landmarks in the assigned destinations.
   Viajaré en…
   Talk about the modes of transportation students would use to travel to these destinations from their homes.
   Necesito llevar…
   Talk about travel items such as a passport, suitcase, backpack, map, toothbrush, toothpaste, and seasonal clothing.

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

Travel Chat

Prepare Ahead:
- Have a copy of the script template (see Step 3) available for each group.
- Use the travel brochures for this activity.

1. Keep the students in their groups from the previous Jump Start activity. Distribute to each group the travel brochures for its assigned city.

2. Instruct students to discuss various landmarks described in the brochures and to decide the best attraction to visit. Remind learners to consider weather, location, hours of operation, and prices.

3. Distribute script templates and instruct students to fill in the blanks to create their own conversations.

   Script template
   - Alumno 1: ¿Adónde quieren ir hoy?
   - Alumno 2: Vamos al/a la ____.
   - Alumno 3: Vamos al/a la ____.
   - Alumno 4: Vamos al/a la ____.
   - Alumno 1: No podemos ir al / a la ____.
     El folleto/la guía del viajero/el sitio web dice que ____.
   - Alumno 2: No vamos al/a la ____.
     El folleto/la guía del viajero/ el sitio web dice que ____.
   - Alumno 3: Este folleto/esta guía del viajero/este sitio web dice que ____.
     No vamos al/a la ____.
   - Alumno 4: Este folleto/esta guía del viajero/este sitio web dice que ____ está abierto hoy.
   - Alumno 1: Este folleto/esta guía del viajero/este sitio web dice que ____ no es muy caro.
   - Alumno 2: ¡Vamos al/a la ____!

4. After students have developed their scripts, have them present their dialogues to the class.

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

Travel Advice

1. Ask each student to write two or three sentences conveying information about the destinations used in the previous activities. For example:
   - Esta guía del viajero dice que el horario del Teatro Colón es de 9 de la mañana a 5 de la tarde.
   - La guía del viajero dice que los niños deben pagar cinco pesos para entrar al museo.
   - Esta guía del viajero dice que no podemos ir a una visita guiada al Aconcagua cuando llueve.
   - Este sitio web dice que el museo no abre los lunes.

2. Have students read their sentences to the class. Collect papers and evaluate.

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

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

- Share details about countries and cities, using travel terms.
- Talk with peers about a travel brochure they created.

**Materials:**
- Travel brochures, guidebooks, and magazines; one per student
- Legal-size (or larger) paper; one sheet per group
- Art materials

**Skill Sharpener**

*What Does It Say?*

**Prepare Ahead:**
- Have brochures, guidebooks, and magazines available for each student.

1. Distribute travel resources and ask students to review the materials while you write questions such as the following on the board:
   - ¿Es un país grande?
   - ¿Cuántas personas viven en ese país?
   - ¿Cuáles son algunas de las ciudades de ese país?
   - ¿Cómo se llaman el rey, la reina, el primer ministro o el presidente del país?

2. After several minutes, call on volunteers to share what they have learned with the class. Encourage learners to use statements such as: “La guía del viajero dice ____.”

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Bloom’s Taxonomy: Knowledge

Multiple Intelligences: Verbal-Linguistic
Stretching the Imagination

Creating a Travel Brochure

Prepare Ahead:
• Have sheets of paper and art materials available for each group.

1. Divide the class into groups of three or four students. Instruct each group to research a historic landmark that is open to the public. Learners should use the Internet and library resources to find details of interest to tourists who visit their landmark. For example, students could write about its historical significance, physical and mailing addresses, hours and days of operation, and the price of admission.

2. Distribute paper and art materials, and instruct each group to create a brochure that presents information in clear, interesting, and eye-catching ways. Encourage students to use visuals from the Internet, print resources, and their original artwork to illustrate the publication.

Assessment

Share with the Class

1. Have learners present their brochures and answer questions from their peers.

2. Collect brochures, evaluate, and then display them in the classroom.
Unit 1, Lesson 1, Part C
Going Places

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use travel terms to discuss an itinerary for a class field trip.
• Write a sequential essay recounting a virtual field trip, using tourism vocabulary.

Materials:
  Large sheets of paper; one per team
  Markers

Brainstorm
Field-Trip Ideas

1. Brainstorm with students about where to go on a one-week field trip to a Latin American, Spanish-speaking country. List the suggested places on the board.

   *This is an opportune time to introduce the term {excursión}.*

2. Lead a class discussion about the ideal place for a field trip. Encourage students to think of the facts one considers before traveling (distance, money, weather conditions). For example:
   - Argentina está muy lejos.
   - México es más barato que Chile.
   - En Colombia hace más calor que en Argentina.

3. Have students vote on the best place to go, based on the discussion.

   ![Bloom’s Taxonomy: Comprehension](image)
   Multiple Intelligences: Verbal-Linguistic

Stretching the Imagination
Planning a Field Trip

Prepare Ahead:
• Have large sheets of paper and markers available for each team.

1. Focusing on the field-trip destination chosen in the previous Brainstorm activity, call on students to name the types of information necessary to make the trip a success. Group the ideas into main headings on the board. For example:
   - Los alumnos se van de la escuela a la/ las: ____ (hora) y llegan a ____ (lugar).
   - visitas guiadas
   - sitio web
dirección de correo electrónico
   horario de las visitas guiadas
   dinero para las entradas
   - Los alumnos se van de ____ (lugar) y llegan a la escuela.

---

Vocabulary
Teught or Reviewed:
el banco
la biblioteca
el horario
el museo
el palacio
la visita guiada
2. Divide the class into as many teams as there are headings. Each team should research one of the topics and take notes to share with the class.

3. Ask students to write their findings on the board beneath their respective headings.

4. Explain the concept of an itinerary and display examples on the board or with an overhead projector. Distribute a large sheet of paper and marker to each team. Instruct learners to write a master itinerary for the class field trip, based upon the information listed on the board. Encourage teams to be imaginative as they add details to the plans of the day. Elements and formats of itineraries will vary, but an example is:

Vista Guiada a _____
____ : ____ Los alumnos se van de la escuela.
____ : ____ Los alumnos llegan a ____.
Horario:
Entradas: (currency will change according to the place chosen)
____ : ____ Los alumnos se van de ____.
____ : ____ Los alumnos llegan a la escuela.

Assessment

Out-of-Class Essay

1. Ask students to begin writing a short essay (to be finished at home) recounting their imaginary field trip. Encourage learners to consider these questions:

¿Cuándo te fuiste de la escuela? ¿Qué viste?
¿A qué hora llegaste a ____?
¿Cuál es el horario del/ de la ____?
¿Cuánto costaron las entradas?

2. Collect essays during the next class period and evaluate, paying particular attention to the accuracy of sequential content.

Word of the Day: la visita guiada
Unit 1, Lesson 1, Part D
Journal Activity–Plan a Tour

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use travel vocabulary to write sentences that outline a trip to a well-known site.

Journal Activities are recurring assignments that were introduced in Level 1 of the Teacher’s Guide. They will appear throughout this Level as well.

Being Creative
Plan a Tour

1. Ask students to plan, in their journals, a trip to one or more of the sites from this Lesson.

2. Write the following questions on the board, encouraging students to use them as a guide for their journal writing:
   ¿Adónde quieres ir?
   ¿Cuándo viajas?
   ¿Qué vas a hacer allí?
   ¿Cómo viajas: en avión, en autobús, en carro o en tren?
   ¿Porqué viajas?
Grammar & Usage
Unit 1, Lesson 2

Contractions
Discuss with your students the two most common contractions, al (a + el) and del (de + el). The prepositions a and de contract with the masculine singular definite article el.
  Ellos se van del hospital.
  Ella llegar al aeropuerto a las 6 de la tarde.

Point out that el should not be contracted when it is part of a proper name, nor when it functions as a subject pronoun.
  Escribimos una carta a El Nuevo Día.
  Ayer, ellos regresaron de El Canadá.
  ¿De quién es el perro? Es de él.

Remind your learners that the preposition con joins with the prepositional pronouns mí and ti, and the suffix -go in order to express with me and with you.
  con + mí + -go ¿Quieres venir conmigo?
  con + ti + -go No, no puedo ir contigo.

Activities on the Go
Explain to your students that in Spanish, a person’s participation in some activities may be expressed with a progressive form, for example the verb estar plus a gerund, when placing emphasis on the continuous aspect of the action.
  ¿Qué hace la niña ahora? Está durmiendo.
  ¿Dónde están? Estamos caminando al palacio.

Gerunds are also used after action verbs. In this case, the gerund acts as an adverb.
  Me divertí haciendo esquí de fondo.
  Llegaremos al palacio caminando.
Unit 1, Lesson 2, Part A
What Should We Do Today?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use forms of the words divertir and aburrido to talk about their likes and dislikes among indoor and outdoor activities.
• Coauthor a paragraph about a virtual adventure.

Materials:
Script template; one per group

Focus and Motivate
Fun Activities

1. Draw the following chart on the board:

<table>
<thead>
<tr>
<th>Ir</th>
<th>Hacer</th>
<th>Andar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Introduce the term la actividad. Ask students to give you examples of activities that use each listed verb, and write their ideas in the appropriate column. Encourage learners to fill the fourth column with activities that use additional verbs. For example:

<table>
<thead>
<tr>
<th>Ir</th>
<th>Hacer</th>
<th>Andar</th>
</tr>
</thead>
<tbody>
<tr>
<td>en trineo de excursión</td>
<td>esquí de fondo snorkel</td>
<td>a caballo en bicicleta</td>
</tr>
<tr>
<td>patinar sobre hielo</td>
<td>esquiar</td>
<td>navegar</td>
</tr>
</tbody>
</table>

Note that these are only some of the words students know. Remember to elicit as many ideas as possible, as time permits.

3. Conclude the activity by asking questions such as the following, to help students compare the different ventures:
   - ¿Cuál es la actividad más peligrosa?
   - ¿Qué es más fácil, andar a caballo o andar en bicicleta?
   - ¿Cuál actividad es la más difícil?
   - ¿Crees que hacer esquí de fondo es más difícil que esquiar?
   - ¿Qué actividades puedes hacer en invierno? ¿y en verano?
   - ¿Te diviertes haciendo esquí de fondo?

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Engage
Planning an Outing

Prepare Ahead:
• Have a copy of the script template (see Step 2) available for each group.

1. Divide the class into groups of four students.

2. Distribute script templates, and instruct students to fill in the blanks to create their own conversations about an outing they would like to take.

   Script template
   Alumno 1: ¿Qué deberíamos hacer hoy?
   Alumno 2: Yo quiero ____.
   Alumno 3: Yo quiero ____.
   Alumno 4: Yo quiero ____.
   Alumno 1: Yo quiero ____.
   Alumno 2: No quiero ____ porque ____.
   Alumno 3: No quiero ____.
   Alumno 4: No podemos ____ porque ____.
   Alumno 1: No quiero ir ____.
   Alumno 2 (al alumno 3): ¡Vamos a ____!
   Alumno 1 (al alumno 4): ¡Vamos a ____!

3. Once students have developed their scripts and rehearsed their conversations, have groups take turns presenting their dialogues to the class. Encourage students to act out the dialogue rather than simply read it aloud.

4. Ask students to keep their scripts for use during the following Assessment activity.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Interpersonal

Assessment
What Happened Next?

1. Pair Students 1 and 4 together and Students 2 and 3 together, according to the roles they played in the previous Engage activity.

2. Instruct each pair to write a three- to five-sentence paragraph about what their imagined day was like, as they engaged in their chosen activity. Students may use their scripts as a starting point for their paragraphs. Encourage your students to use different subjects as they write their paragraphs (nosotros, María, yo, mis amigos, ellas). For example:
   Nosotros hicimos esquí de fondo por un sendero en el bosque. Yo vi la nieve en las montañas, y María vio nieve en los árboles. ¡Nos divertimos haciendo esquí de fondo!

   As an option, consider assigning this as a homework activity for students to do individually.

   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Verbal-Linguistic
Unit 1, Lesson 2, Part B
Loud and Quiet

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Build a chart with nouns from this and previous Lessons that show the difference between ruidoso and silencioso.
- Identify correct vocabulary through visual cues.

Materials:
- Magazine images of people engaged in hiking, snorkeling, sledding, and other activities
- Sets of 20 index cards; one set per group
- Container (bowl or box for each group)
- Slips of paper; 20 per group

Jump Start
Who Is Having Fun?

Prepare Ahead:
- Use magazine images for this activity.

1. Hold up magazine images and ask: “¿Quiénes de ustedes se divierten haciendo (snorkel, esquí de fondo)?” and “¿Quiénes se aburren (en un trineo, andando en bicicleta)?”

2. After students respond, ask questions such as: “¿Porqué se divierten?” and “¿Porqué se aburren?”
Model appropriate responses using complete sentences.

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

Extending the Text
Quiet versus Loud

Prepare Ahead:
- Create identical sets of index cards for each group of four, with one noun per card for a vehicle or place that is typically either silencioso or ruidoso.

1. Write on the board these terms as the column headings of a chart:
   Nunca   A veces   Siempre
   To the left of the columns, list the words Silencioso and Ruidoso as row headings.

2. Model how to fill in the chart: First, call on volunteers to name something that is never quiet, and then write that noun in the appropriate place—in the Silencioso row beneath the Nunca heading.
3. Divide the class into groups of four students. Give each group a set of index cards.

4. Ask groups to arrange their nouns according to the categories listed in Step 1 (Nunca, A veces, Siempre).

5. When students are finished, lead a class discussion about their choices. Remind them that when something is always loud, it is never quiet—and vice versa. Encourage students to contribute to the discussion in complete sentences.

Assessment
Act the Vocabulary

Prepare Ahead:
• Write vocabulary words for activities on slips of paper and place them in the container.

1. Tell students to watch as you silently act out an activity such as ice-skating or cross-country skiing. Ask learners to guess aloud when they think they know the activity you are imitating.

2. Divide the class into four groups of students. Teams 1 and 2 should act and guess with each other, as should Teams 3 and 4.

3. Teams should take turns selecting slips of paper from the container and acting out the selected vocabulary word. Partner teams should try to guess the target words. Circulate around the room to listen for correct word use.
Unit 1, Lesson 2, Part C
How Do I Get There?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Give and receive instructions to peers using direction and location vocabulary.
• Describe, in writing, the details of various destinations.

Materials:
City maps; one per group

Focus
The Four Seasons

1. Write the four terms for the seasons as column headings on the board (la primavera, el invierno, el otoño, el verano). Ask students to think of Lesson vocabulary for activities.

2. Ask a volunteer to name an activity and write it on the board beneath the name of the season it is most closely connected with.

3. As the volunteer sits down, she should call on a second student to write another activity word beneath its corresponding season. Students should continue this pattern as time permits.

Bloom’s Taxonomy: Application
Multiple Intelligences: Naturalist

Vocabulary
Taught or Reviewed:
derecho
el festival
el kilómetro
¿Qué tan lejos…?
seguir (e>i)
et sendero
tomar
Engage
Giving and Receiving Directions

Prepare Ahead:
• For each pair of students, have city maps available that feature local landmarks such as restaurants, museums, parks, and so on. Maps should also have the same starting point clearly marked.

1. Divide the class into pairs and distribute maps.

2. Students should take turns asking for, and providing, directions to various venues that appear on the map, using vocabulary from this and previous Lessons. All students should begin at the same starting point, which should be marked ahead of time.

3. Encourage students to begin their conversations with “Disculpe, ¿cómo voy…?” Partners should answer with sentences beginning with “Tome…” followed by the street directions. For example, a reply might be: “Tome la calle Silom y camine un kilómetro.”

4. Instruct partners to continue asking each other for directions from their first destination to a second, and then from the second to a third, and so on. Circulate around the room and listen for correct word use, sentence structure, and navigation directions.

Assessment
Details

1. Ask students to each select one destination they discussed in the previous Engage activity. Learners should describe it by writing answers to questions you pose that are targeted to the particular destinations featured on their maps. Questions may include:
   - ¿Qué lugar elegiste? Si eliges un restaurante, ¿qué tipo de comida comerías?
   - Si eliges un parque, ¿qué harías allí?
   - ¿Ese lugar es silencioso o ruidoso?

2. After several volunteers share their descriptions with the class, collect papers and evaluate.

Word of the Day: el festival

Unit 1, Lesson 2
Unit 1, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use tourism, direction, and location vocabulary to write a travel booklet with illustrations.
• Interview a family member or friend about his dream vacation and record his answers.

Materials:
Travel and nature magazines (to be cut apart for pictures)
Three-holed paper; several sheets per student
Folders with clips to secure three-holed paper; one per student
Art materials

Classroom Community
In-Class Activity—Dream Vacation

Prepare Ahead:
• Use magazines, paper, folders, and art materials for this activity.

1. Have students create a booklet that portrays their dream vacation, using magazine clippings
   and original drawings for illustration. Encourage students to use Spanish-speaking countries
   in Latin America as their destinations.

2. Suggest that students write captions and short paragraphs to describe such details as:
   Lugares
   Guías del viajero, folletos
   Castillos, ruinas
   Ir de excursión, patinar sobre hielo

3. When learners are finished, have them insert the pages into the folders. Display the booklets
   in your classroom.
Community Connection

Out-of-Class Activity—Another’s Dream Vacation

1. Ask students to take home their booklets from the previous Classroom Community activity and share them with a family member or friend.

2. Students should then interview that individual about her dream vacation. Questions could include:
   ¿Adónde te gustaría ir?
   ¿Qué te gustaría ver?
   ¿Qué te gustaría hacer?

Learners should ask their questions in the language that is most easily understood by the family member or friend.

3. Instruct learners to write down the person’s answers (in Spanish) and bring them to the next class.

4. Ask students to share the information collected and guide them, if necessary, with questions.

5. Collect interviews for review.
Unit 1, Lesson 2, Part E
Journal Activity–Directions

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use travel and location vocabulary to write directions from their home to school.

**Being Creative**

**Directions**

1. Instruct your students to write, in their journals, detailed directions from their home to school.

2. Encourage use of phrases learned in this and previous Lessons. For example:
   - Tome la calle Independencia hasta la calle Bolívar.
   - Doble a la derecha en la calle Florida.
   - Camine hasta la oficina de correos y doble a la derecha.
   - La escuela está a menos de un kilómetro de mi casa.

3. Direct students to draw a map in their journal to illustrate their directions.
Using *en lugar de eso* to Communicate Options

Show students the phrase *en lugar de eso* and explain that it is an adverbial expression that communicates an alternate possibility or another choice when facing a problem. Discuss some examples that use *en lugar de eso* to indicate another choice.

- Iba a andar en bicicleta, pero en lugar de eso voy a caminar.
- Iba a dibujar la catedral, pero en lugar de eso le saqué una foto.
- No podemos ir a patinar sobre el hielo, así que en lugar de eso vayamos al cine.
- El póster era demasiado caro, así que en lugar de eso compré postales.

*Ser* versus *Estar*: Events and Entities

Review with students the use of *ser* and *estar* to properly express the place and time of events and the location of entities.

There are two types of nouns: *eventos* (parties, conferences, presentations, meetings) and *entidades* (palaces, guides, books). Use *ser* when indicating the time and place of an event. Use *estar* when indicating the physical location of an entity.

- El concierto *es* en el Palacio Santa Catalina a las 7 de la noche. La fiesta *es* a las 9 de la noche.
- La clase *es* el lunes en la biblioteca. La biblioteca *está* en la universidad.

You may wish to review these other applications of *ser* and *estar*, especially those that present a challenge to learners.

Use *ser* for inherent qualities. Use *estar* for changes or current conditions.

- En California el tiempo *es* muy bueno y hace sol, pero hoy *está* nublado.
- El pasto *es* verde, pero ahora *está* amarillo porque no ha llovido.
- La manzana *es* verde. (the quality of this variety of apple)
- La manzana *está* verde, no *está* madura. (the current condition)
- El aeropuerto *es* ruidoso. (the usual quality)
- El aeropuerto *está* ruidoso hoy. (the unusual condition today)
- ¿Cómo *estás*? Estoy bien, gracias.

Use *ser* for usual or expected qualities. Use *estar* to emphasize unexpected qualities.

- El niño *es* alto. (emphasis on the fact)
- ¡El niño *está* muy alto! (emphasis on surprise at the child’s growth)

Note that the distinction is not between temporary and permanent conditions. In the sentence *Está muerto*, *estar* is used not to indicate a temporary condition, but a change in condition.
Use ser also for
- **time and date**: Son las dos de la tarde. Hoy es lunes tres de marzo.
- **place of origin**: Ellos son de México. Son mexicanos.
- **occupation**: Ellos son doctores.
- **relationships**: José es mi hermano.
- **materials and possession**: Esta silla es de plástico y es de María.

Use estar to express geographic or physical location.
- Uruguay está en América del Sur.
- ¿Dónde están?
- Estamos en el museo.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use fine-arts terms to describe creative accomplishments in a given century.
• Work collaboratively to research, write, and report information about artistic achievements.

Materials:
Reference materials detailing the history of fine art
Computers with Internet access

Focus and Motivate
Remember, Write, and Share

1. Ask students to take turns calling out words they remember from this Lesson. List these words on the board and instruct learners to each write a sentence with as many words as possible from the list. For example:
   Cuando estaba en la ciudad vi una escultura del siglo veinte, a una mujer que pintaba flores y a un hombre mayor que dibujaba a unos turistas.

2. Have volunteers share their sentences with the class.

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

Extending the Text
Centuries of Artistic Expression

Prepare Ahead:
• Use reference materials and computers for this activity.

1. After reviewing the meaning of the word siglo, explain to your students that they will prepare a five-minute presentation about one type of fine art that is associated with an assigned century.
2. Divide the class into groups of four students and assign each group a particular century. Instruct groups to select one of the following topics and compile facts as they relate to their assigned century:
- esculturas
- libros
- música
- pinturas

Encourage students to look for information about Latin American artists, authors, or musicians and others who contributed to the types of works listed above. Suggest that groups also find an illustration or audio sample to share, if available.

3. When students are finished, have them rehearse their presentations for the following Assessment activity. Advise learners that each group member is responsible for a portion of the presentation to the class.

Assessment

Presenting Centuries of Art

1. Using the information gathered from the previous Extending the Text activity, groups should take turns presenting their findings to the class.

2. Conduct a brief question-and-answer session after each presentation, if time permits.

3. Collect projects and evaluate for content.
Unit 1, Lesson 3, Part B
Displaying Art

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use tourism and shopping vocabulary to write and perform a script about a visit to an art museum.
• Summarize, in writing, the highlights of a trip.

Materials:
  Large index cards (5”x7”); one per student
  Print and Internet resources of museum artwork
  Drawing materials

Jump Start
Shopping Spree

1. Lead a brief class discussion about places with gift shops.

2. Ask students to describe objects found in gift shops and their favorite items to look at or purchase.

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

Curriculum Connection
Scenes from a Museum

1. After explaining to students that they will prepare and perform a script about a visit to an art museum, divide the class into groups of three.

2. Advise students to include conversations about the following in their scripts: the types of artwork they observed, descriptions of a favorite piece of artwork, or a visit to the gift shop.

3. After students have finished their scripts and rehearsed their lines, have each group perform its scenario for the class.

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

Artistic Postcards

Prepare Ahead:
• Have students retain their scripts from the previous activity.
• Provide large index cards (5”x7”); one per student.
• Supply drawing materials.
• Arrange for both print and Internet resources for postcard artwork.

1. After distributing index cards to students, explain that they will use details from their scripts (see the previous Curriculum Connection activity) to create postcards about their visit to the art museum.

2. On one side of the index card, students should draw or affix a photo of artwork that they will describe for the recipient of the postcard.

3. On the opposite side of the card, have learners draw a line down the center and write a Spanish-style address on the right side. For example:
   Calle San José 701-B,
   C1049AAK Buenos Aires
   Argentina

   On the left, students should write several sentences about the trip, including a description of the image on the reverse side.

4. Ask several volunteers to share their postcards with the class.

5. Collect scripts and postcards, and then evaluate.

Word of the Day:
la tienda de regalos
Unit 1, Lesson 3, Part C
Favorites and Exploring Options

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the terms en lugar de eso and así que to form sentences that describe a dilemma and provide a logical solution.
• Select, classify, and explain the reasons for their choices of a pastime, an animal, an item, or a sport using the word favorito/-a.

Materials:
Handouts of incomplete sentences; one per student

Engage and Explore
Finding Solutions

Prepare Ahead:
• Have a handout of incomplete sentences available for each student (see Step 2).

1. Read this sentence aloud and ask students to identify what the person cannot and can do.
   No puedo sacar fotos en el museo así que en lugar de eso voy a comprar postales.

   You may wish to take this opportunity to teach the words problema and solución.

2. Distribute a minimum of three incomplete sentences, and instruct learners to fill in the blanks with words that describe the dilemmas and ways to solve them. For example:
   El/la ____ era muy cara/caro así que en lugar de eso compré ____.
   Está lloviendo y no podemos ____ así que en lugar de eso ____.
   Hacía mucho frío para ____ así que en lugar de eso ____.

3. Have students take turns reading their sentences aloud. If time permits, ask learners why they chose to fill in the blanks as they did.

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

Skill Sharpener
Favorites on the Chart

1. Write the word Favorito/-a at the top of the board and list the following categories below:
   Actividades para el tiempo libre
   Color
   Comida
   Deportes
   Animal
Take this opportunity to introduce the word Deportes.

2. After sharing a personal favorite from one or two categories, ask students to write their own personal favorites for each category.

3. Divide the class into groups of four students and have them discuss their choices. Members of the group should ask each other about their favorite items by using questions such as “¿Cuál es tu ____ favorito/-a?” A member of each group should keep a tally of her group’s choices on a separate sheet of paper. For example:

   Actividades para el tiempo libre:
   - Escuchar música—0
   - Leer—3
   - Mirar televisión—1
   - Pintar—0

   Encourage your students to answer in complete sentences. Groups should then take turns reporting their results to the class.

   Ask students to save their completed lists of favorites for the following Assessment activity.

   🕒  📝  📝  📝  📝  Bloom’s Taxonomy: Analysis
   🌿  🌿  🌿  🌿  🌿  Multiple Intelligences: Naturalist

**Assessment**

**Elaborating on Favorites**

1. Using their list of favorites from the previous Skill Sharpener activity, students will write a sentence that explains why each listed item is their favorite (one sentence per category).

2. Ask students to read at least one of their sentences to the class.

3. Collect sentences and evaluate for content.

   🕒  📝  📝  📝  📝  Bloom’s Taxonomy: Evaluation
   🌿  🌿  🌿  🌿  🌿  Multiple Intelligences: Intrapersonal
Unit 1, Lesson 3, Part D
Journal Activity—Appreciating Art

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Choose a favorite work of art and write the reasons for their selection.

Materials:
Magazines, brochures, textbooks, or websites with artwork from various periods

Real-Life Learning
Appreciating Art

1. Allow time for your students to browse through art magazines, brochures, textbooks, or websites.

2. Ask learners to choose their favorite piece of art from the above sources and write, in their journals, the reasons for their selection.
Unit 1, Lesson 3, Part E
International Cultural Activity–The World of Art

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about a particular piece of artwork using background, descriptive, and fine-arts terms.
• Present an artwork description to an audience of their peers.

Materials:
Image of an art gallery
Art magazines, museum brochures, and catalogs (to be cut apart for pictures)
Card stock or poster paper; one sheet per student
Scissors and glue or other adhesive
Print and Internet sources for art research
Large index cards (5”×7”); several per student
Sheets of plain paper; one per image

Connecting to Culture
The World of Art

1. Display the image of an art gallery and introduce the terms *el museo de arte*, *la obra de arte*, and *el artista*. Explain to students that they will be creating a class art gallery and giving presentations about pieces of artwork in the gallery.

2. Divide the class into pairs of students. Each pair should begin its project by choosing one image of a painting, sculpture, or statue from the available art magazines, museum brochures, and catalogs. Each pair should cut out the chosen image and mount it on card stock or poster paper.

3. Have learners use print media and the Internet to research facts about their selections. Learners should write notes on index cards and include the title of the artwork, the artist’s name and country of origin, the year the artwork was created, the name of the museum where the artwork is housed (if available), and comments about the colors, shapes, or theme of the artwork.

4. Instruct students to review their notes and prepare for a brief presentation to the class.

(Lesson continues on next page)
5. Collect students’ posters and put them on display, each with a blank sheet of paper beside it. Have pairs of students circulate among the artwork. On the blank paper beside each image, partners should write a suggested title for the piece and their best suggestion as to the year the artwork was completed.

6. After all have viewed the images and written their suggested titles and dates, direct each pair to present its artwork. Partners should first read aloud their peers’ suggestions, and then present their research notes.

7. When students are finished, summarize the activity by calling on volunteers to answer such questions as:
   ¿Cuáles son los nombres de algunos de los artistas sobre los que aprendieron hoy?
   ¿De qué países son los artistas?
   ¿Qué tipo de arte vieron hoy?
   ¿Cuál es la pintura, escultura o estatua más vieja que viste?

8. If possible, exhibit the artwork and students’ notes in the classroom or elsewhere in the school for others to enjoy and discuss.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Visual-Spatial
Expressing Likes and Dislikes

Review the correct construction of the verb *gustar*, the most commonly used verb to express likes and dislikes. Note that the desired thing is the subject of the sentence, and the verb agrees with it.

- Me *gusta* el museo de arte.
- Me *gustaron* mucho las ruinas antiguas.

Remind your students that actions are always singular and expressed in the third person, and that they always remain in the infinitive.

- Me *gustaría* pescar y patinar sobre hielo.

Point out that, unlike most Spanish declarative sentences, the subject is usually placed after the verb. The person liking or desiring something is indicated by the indirect object pronoun.

- Nos *gusta* el restaurante italiano.
- ¿Te *gustó* la visita guiada?
- Les *encantaba* jugar en el parque.

The indirect object can also be restated in a prepositional phrase. This can reduce ambiguity, especially with *le* and *les*.

- A nosotros nos *gusta* el restaurante italiano.
- ¿A usted *le* gustó la visita guiada? ¿A Victoria *le* gustó la visita guiada?
- A ellos/ellas *les* *encantaba* jugar en el parque. A Vanessa y a Eduardo *les* *encantaba* jugar en la playa, aunque a Eduardo no le *gustaba* nadar en el océano.

To express a dislike, as seen in the last example, the adverb *no* is always placed directly in front of the pronoun.

- A ustedes *no* les *gusta* la música del siglo catorce.

Expressing Desires Politely

Explain to students that *gustar* is a polite verb to use to express a desire. Use *me* + *gustaría* + *infinitive verb* (or a noun). Compare these polite expressions and the appropriate contexts for them.

Express a desire: Quiero ir a un restaurante.
Express a desire more politely: Me *gustaría* ir a un restaurante. Me *gustaría* un café.
Make a suggestion informally: Vamos a un restaurante.

Remind students to use *por favor* and *gracias* to make their speech more polite.
Unit 1, Lesson 4, Part A
Restaurant Etiquette

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use restaurant terms to select food choices from menus, calculate the total cost of their meal, and determine the appropriate tip to give.
• Discuss food choices according to personal preferences and prices.

Materials:
Restaurant menus in Spanish that list appetizers, entrées, desserts, and beverages; one per group of four students
Calculators; one per student
Chart template; one per student

Jump Start
Menu Review

Prepare Ahead:
• Have different restaurant menus available for each group of four students. The menus must be in Spanish.

1. Divide the class into groups of four students. Distribute menus and ask students in each group to quickly scan them for known terms and prices.

2. Lead a brief discussion about the information on the menus, which may include the topics of familiar words and phrases, descriptions of favorite food and drink (appetizers, entrées, desserts, beverages), and placement of monetary signs, commas, and decimal points when writing prices ($8,00; EU 6,50; $4.99).

3. Ask students to keep their menus for use in the next Real-Life Learning activity.

This may be an opportune time to introduce the words aperitivo, plato principal, and bebidas.

Bloom’s Taxonomy: Comprehension
Multiple Intelligences: Verbal-Linguistic
Real-Life Learning
*Totals and Tips*

Prepare Ahead:
- Use the calculators for this activity.
- Have a chart template available for each student (see Step 5).

1. Have students work in their groups from the previous Jump Start activity. Tell your learners to imagine they are dining out tonight at the restaurant that is advertised on the menus from their earlier activity. Ask students to use those menus to create a check for the food they plan to order at the restaurant. Learners should list four choices: an appetizer, an entrée, a dessert, and a beverage. After learners write down each item and its price, ask them to calculate the total cost of the meal.

2. Instruct students to take turns reading their food choices, corresponding prices, and the total meal price to the class.

3. Remind students about the new Lesson term *la propina*. Explain that each Latin American country has its own protocol for this custom. You can also add that for this particular activity the percentage students are going to use is 10 percent.

4. Ask each student to use the total on his bill to calculate the tip at 10 percent.

5. Tell your learners that they should complete the first two columns of the following chart with the information gathered.

<table>
<thead>
<tr>
<th>Restaurante:________</th>
<th>Restaurante:________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comida</td>
<td>Precio</td>
</tr>
<tr>
<td>Aperitivo</td>
<td></td>
</tr>
<tr>
<td>Plato Principal</td>
<td></td>
</tr>
<tr>
<td>Postre</td>
<td></td>
</tr>
<tr>
<td>Bebidas</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Propina</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

(Lesson continues on next page)
Unit 1, Lesson 4, Part A (continued)

6. Instruct students to find a peer from another group with whom she can exchange information. Ask students to find out what this peer has in his own chart by asking questions such as:
   - ¿Cuál es el nombre del restaurante?
   - ¿Cuál es tu aperitivo favorito?
   - ¿Cuánto cuesta la cena?
   - ¿Cuánta propina debería darle?

   Learners should then complete the last two columns of their own charts with their peer’s answers.

7. Have students keep their charts to use in the following Assessment activity.

   ![Clock icon]  
   🍽️ 😊😊😊😊   Bloom’s Taxonomy: Application  
   Multiple Intelligences: Logical-Mathematical

Assessment

Restaurant Wrap-Up

1. Using their charts from the previous Real-Life Learning activity, students should compare the meals and prices of the two restaurants. Learners can then decide which restaurant they would prefer to visit. Request that students justify their reasoning by writing sentences such as the following in the Comments section of the chart:
   - El restaurante 2 es más barato que el 1.
   - El plato principal del restaurante 1 es más rico que el del restaurante 2.
   - El aperitivo del restaurante 2 es mi favorito.
   - Yo iba a ir al restaurante 1, pero en lugar de eso voy a ir al restaurante 2.

2. Collect the restaurant charts for evaluation.

   ![Clock icon]  
   🍽️ 😊😊😊😊   Bloom’s Taxonomy: Evaluation  
   Multiple Intelligences: Interpersonal
Unit 1, Lesson 4, Part B
Restaurant Offerings

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Collaborate with peers to write a complete menu (food and beverage listings, descriptions, and prices).
• Use restaurant terms to compare and contrast the experiences of eating at home and dining out at a restaurant.

Materials:
Spanish-language restaurant menus from Unit 1, Lesson 4, Part A; one per student
Blank sheets of legal-size paper; one per group

Skill Builder
Food Links

Prepare Ahead:
• Have restaurant menus available for each student.

1. Write the following headings on the board:
   Con arroz y frijoles
   Con hongos
   Con salsa
   Sin salsa
   Con tomate y cebolla
   De/con verduras

2. Distribute restaurant menus and ask students to scan them for ideas about foods that can be listed under each heading on the board, for example:
   De/con verduras:             Con salsa:
   Carne de cerdo con verduras  Pasta
   Carne de cordero con verduras  Mariscos
   Ensalada de verduras          Carne de cerdo
   Sopa de verduras               Carne de cordero

Elicit as many combinations as possible using vocabulary learned in this and previous Lessons.
Save this list for use in the following Skill Sharpener activity.

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

Marvelous Menus

Prepare Ahead:

• Have sheets of paper available for each group.

1. Divide the class into groups of four students. Explain that each group will create a rough draft and final copy of a menu with selections for aperitivos, platos principales, bebidas, and postres, along with a price for each menu item. Encourage students to include descriptive phrases such as: carne de cerdo con hongos mariscos sin salsa carne de cordero con cebollas

2. While students work on the drafts of their menus, remind them to use the class word list from the previous Skill Builder activity as a reference, if necessary.

3. After each group completes its draft, distribute sheets of paper and instruct students to transfer their information to the final copies of their menus.

4. To conclude the activity, have each student read one entry from her group’s menu.

5. Collect menus to use for the next Lesson (Unit 1, Lesson 4, Part C).

Assessment

Home Cooking versus Restaurant Fare

1. Lead a class discussion about the differences between eating a meal at home and dining out at a restaurant.

2. Consider including questions such as:
   ¿Qué es más rápido, comer en casa o comer afuera?
   ¿Cuándo comerían en un restaurante?
   ¿Cuándo comerían en casa?
   ¿Cuántas veces a la semana comen en restaurantes?
   ¿Cuándo fue la última vez que fuiste? ¿Qué comieron? ¿Qué bebieron?
   Encourage participation by all, and listen for meaningful interactions.

Word of the Day:
el menú
Unit 1, Lesson 4, Part C
Restaurant Role-Playing

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use scripted and spontaneous phrases that are appropriate for restaurant interactions.
• Write a description of their restaurant role-playing experience.

Materials:
Student-generated menus from Unit 1, Lesson 4, Part B; four per group
Small notepads; one per group

Quick-Start Review
Tic-Tac-Toe

1. Draw the following grid on the board:

<table>
<thead>
<tr>
<th>me gustaría…</th>
<th>pregunta</th>
<th>cuenta</th>
</tr>
</thead>
<tbody>
<tr>
<td>del día</td>
<td>del día</td>
<td>ordenar</td>
</tr>
<tr>
<td>mesa</td>
<td>propina</td>
<td>favorita/o</td>
</tr>
</tbody>
</table>

2. Divide the class into two teams and assign a speaker for each group. Explain that speakers will represent their groups but cannot decide what to do without the group’s approval.

3. Explain how to play this version of Tic-Tac-Toe (called Ta-Te-Ti in some Latin American countries):
The teams take turns placing their mark (an X or an O) in any square they choose to create a straight line of three squares in any direction. In order to win the square, the group’s speaker must say a sentence using the term that appears in the chosen square. If the sentence is correct, that group gets the square. But if there is a mistake in the sentence, the opposing group gets the square.

4. Write students’ sentences on the board and save them for reference during the following Real-Life Learning activity.

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

Real-Life Learning
Scenes from a Restaurant

Prepare Ahead:
• Use menus and notepads for this activity.

1. Ask students to return to their menu-making groups from the Unit 1, Lesson 4, Part B activity.
2. Explain that each group will act out a restaurant scenario, with students in the following roles:
   un mesero/-a
   tres clientes del restaurante

3. Once students have decided which roles they will play, explain that the scene includes entering the restaurant, being seated, browsing and ordering from the menu, asking questions, writing down orders and prices, calculating the bill, receiving the bill, and giving a tip. Remind students that their objective is to ask and answer questions appropriately, according to the situation.

4. Ask the students who are playing the role of waiter or waitress to raise their hands, and distribute menus to them. Be sure that groups receive a different menu from the one they created in the previous Lesson.

5. Have the first group of guests stand near the doorway of the classroom. Instruct the waiter to begin the scene by asking, “¿Cuántas personas son?”

6. Once the first group is seated, ask the second group to begin its scene as in Step 5. The remaining groups should follow suit until all groups are seated, as in a typical restaurant setting.

7. Circulate around the room and listen for appropriate dialogues about the topics in Step 3.

   If time and classroom space permit, you may wish to arrange desks and chairs to resemble the configuration of tables and chairs in a restaurant.

Assessment

Restaurant Review

1. Encourage students to reflect on the previous Real-Life Learning activity by writing answers to questions such as:
   ¿Eras tú un mesero/-a o un cliente?
   ¿Qué dijiste o hiciste mientras eras mesero/-a, cliente?
   ¿Quién te gustaría ser la vez que viene? ¿Por qué?
   ¿Quién prefieres ser, el cliente o el mesero?

2. If time permits, schedule time with each student to discuss her answers.

   Word of the Day: ordenar
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Write about their experiences with museums, restaurants, and meals.
• Describe, in writing, the meals they have eaten at home, at school, or in a restaurant.

Classroom Community

*In-Class Activity–Word Bidding*

1. Divide the class into teams of three or four members. Give each team one minute to decide on a Spanish name for their group.

2. Draw a grid on the board with each team's name as the head of a column.

3. Tell your students that they will be earning points for their teams by naming as many words as they can think of, which relate to a certain category. Write headings such as the following on the board:
   
   Tienda de regalos  Postres  Obras de arte  Platos principales  Aperitivos

4. Begin with the first category (tienda de regalos), and have team members take turns calling out words that pertain to this term (postal, póster). Every word equals one point. Tally each team's points under its name, and accept any words that correspond to the heading, including those learned in previous Lessons.

5. When students cannot come up with any more words, you should close the category by saying, "Se va a la una, se va a las dos, ¡se fue!" (This is what an auctioneer says to stop the bidding.)

6. When students have contributed words for all the headings, instruct them to choose one category and relate it to their own experiences. Have learners write a paragraph, taking into account the following questions:
   ¿Cuándo?  ¿Quién?  ¿Qué?

7. You may want to read the following paragraph as an example:
   El lunes fui al museo de arte con mi familia. En el museo había una tienda de regalos. Allí compré un póster de mi pintura favorita y tres postales de mi artista favorito. Mi papá compró una revista del museo y mi mamá una foto de su obra de arte favorita.

8. When students are finished, ask several volunteers to share their stories with the class.

Community Connection

Out-of-Class Activity–Food Journals

1. Instruct learners that, between now and the next class session, they should create their own food journals by listing the foods they ate for breakfast, lunch, and dinner at home, at school, or in a restaurant (three meals total). Each entry should include a minimum of a main dish and a beverage.

2. Schedule time to meet with students to review their journals and answer any questions they may have about unfamiliar terms.
Unit 1, Lesson 4, Part E
Journal Activity–Dining Options

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use dining terms to explain, in writing, their reasons for preferring *comidas hechas en casa*, *comidas para llevar*, or *comidas de restaurante*.

**Learning for Life**

*Dining Options*

Ask students to write, in their journals, about the advantages and disadvantages of dining choices such as *comidas hechas en casa*, *comidas para llevar*, or *comidas de restaurante*. Instruct your learners to include their favorite dining options and why they like to eat that way.
Latin American Cultural Activity–Tours of Cities

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to collect facts about specific Latin American cities and their respective landmarks, restaurants, and special events.
• Present information about Latin American cities to an audience of their peers, using tourism and restaurant terms.

Materials:
Wall map of Latin America
List of Latin American cities
Print resources about Latin American cities
Internet access

Connecting to Culture

Tours of Cities

1. Divide the class into groups of four students.

2. Show the map to students and ask them to identify Latin American countries. Note countries such as the following, in which languages other than Spanish are the official language:
   - Belize (English)
   - French Guyana (French)
   - Suriname (Dutch)
   - Brazil (Portuguese)
   - Guyana (English)

3. Assign a major city to each group and identify the location of each on the map.

4. Explain to learners that they will be presenting a brief report (minimum five minutes) about sites to see during a one-day visit to their assigned city. Projects should include descriptions, background information, and visual aids about the following:
   - tres obras de arte o lugares conocidos (catedrales, esculturas, estatuas, museos, puentes, parques)
   - un restaurante conocido (con su menú)
   - eventos especiales (el carnaval, Día de la Raza, Festival del Verano)

   This is an opportune time to teach the terms lugares conocidos, se celebra, and eventos especiales.

5. Instruct students to work collaboratively within their groups to gather information and prepare their report, and stress that each member is responsible for presenting one of the topics in Step 4 to the class. Encourage students to use print resources, the Internet, and the library for their research.

6. After all groups have presented their projects to the class, summarize the activity by asking volunteers to answer questions such as the following:
   - ¿Cuál es el nombre de un lugar conocido en…?
   - ¿Quién me puede hablar sobre un restaurante en…?
   - ¿Qué evento especial se celebra en…?

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Unit 1, Lesson 5, Part A
Focused Activity–Tourism Vocabulary

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify tourism and travel vocabulary in print resources.
• Talk about an imaginary trip to a Latin American city.

Materials:
- Itinerary template; one per student
- Commercial travel brochures
- Student-made products from this Unit
- Conversation template; one per student

Extra Help
Tourism Vocabulary

Prepare Ahead:
• Have available travel brochures and student-made products from this Unit.

1. Divide the class into pairs of students.

2. Ask your learners to imagine that one of the students in each pair is the manager at Rosetta Stone. A new product for the Latin American market is about to be released, and the manager is in charge of visiting one of the most famous cities in Latin America to present the product. The other student will play the role of the assistant who is in charge of writing a detailed itinerary for the trip, including travel arrangements, hotels, restaurants, and things to do during free time.

3. Distribute the following itinerary template to each student:

<table>
<thead>
<tr>
<th></th>
<th>Su Viaje</th>
<th>Mi Viaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ir a:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Llegar a:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurante y tipo de comida:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actividad para el tiempo libre:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horario de la visita guiada:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuánto cuesta la entrada?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Llegar a:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Each student will first play the role of assistant by completing the column labeled *Su Viaje* to plan the manager’s trip. Provide commercial and student-made materials for learners to use as resources for details of the trip. Invite learners to include information about prices and hours of operation. When both students in each pair have completed the *Su Viaje* column on their sheets, they are ready for the role-play.

5. One partner in each pair plays the manager, who uses the cues in the first column of the itinerary to ask questions about the trip. The other partner plays the role of assistant and answers the questions with information in his *Su Viaje* column. The manager then writes the answers on her paper in the *Mi Viaje* column.

6. Distribute the following conversation template to each student and instruct him to complete it with the information provided by his partner.

   Alumno A: ¿Adónde voy a ir?
   Alumno B: Usted va a ir a ____.
   Alumno A: ¿Cuándo llego?
   Alumno B: Usted llegará ____.
   Alumno A: ¿Dónde podría comer?
   Alumno B: El restaurante ____ es muy bueno. Allí podrá comer ____.
   Alumno A: ¿Qué podría hacer en mi tiempo libre?
   Alumno B: En su tiempo libre usted podría ____.
   Alumno A: ¿Hay visitas guiadas?
   Alumno B: Sí.
   Alumno A: ¿Cuál es el horario de las visitas guiadas?
   Alumno B: El horario es ____.
   Alumno A: ¿Cuánto cuesta la entrada?
   Alumno B: La entrada cuesta ____.

7. The manager and assistant then exchange roles. The new manager asks questions, the assistant answers, and the manager writes answers in the *Mi Viaje* column on his itinerary.

8. The activity ends when both students have had the opportunity to play both parts and share their itineraries.

![Clock with checkmarks]
Unit 1, Lesson 5, Part B
Focused Activity–Let’s Listen

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use aural cues to identify tourism, fine-art, and restaurant vocabulary in the context of sentences.

Materials:
Course Content
List of Unit vocabulary words; one copy per student
List of sentences with Unit vocabulary
Blank 4×4 grids; one per student
Container
Slips of paper; 25-30
Bingo chips; 16 per student

Extra Help
Let’s Listen

Prepare Ahead:
• Using the Course Content as a resource, prepare a list of approximately 25 vocabulary words from Unit 1 to distribute to each student.
• Create a set of numbered sentences, each of which contains at least one vocabulary word from the list.
• Have blank 4×4 grids available for each student.
• Write the numerals 1-25 or 30 (depending on the number of sentences you write) on slips of paper and place them in the container.

1. Distribute the vocabulary list, one sheet of gridded paper, and 16 Bingo chips to each student.

2. Ask students to take a minute to fill in the grid with vocabulary words they select from the list.

3. Pass around the container and have each student select a number. One by one, students should read their number aloud in Spanish. You will then read the sentence that corresponds to that number. When learners hear vocabulary words that appear on their grids, they should place chips on top of those words.

4. Advise students that they may hear more than one vocabulary word per sentence.

5. Continue the activity until three learners have placed a chip on all the words on their papers.
Unit 1, Lesson 5, Part C
Focused Activity–Speaking of Dialogues

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Speak about travel and restaurant topics by performing scripted dialogues.

Materials:
Scripts; two per group

Extra Help
Speaking of Dialogues

Prepare Ahead:
• Have two scripts available for each pair of students (see Step 2).

1. Divide the class into pairs of learners and explain that they will be practicing conversations about travel and restaurants.

2. Distribute the following two scripts to each pair and allow time for partners to rehearse their lines.

   Script 1
   Alumno 1: ¿Adónde quieren ir hoy?
   Alumno 2: Vamos al palacio.
   Alumno 1: ¿Cuál es el horario del palacio?
   Alumno 2: La guía del viajero dice que el palacio abre hoy de 10 de la mañana a 6 de la tarde.
   Alumno 1: ¿Cómo vamos al palacio?
   Alumno 2: Caminemos por la calle Independencia por un kilómetro y doblemos a la izquierda en la calle Bolívar.

   Script 2
   Alumno 1: ¿Cuántas personas son?
   Alumno 2: Una, por favor.
   Alumno 1: ¿Qué le gustaría ordenar?
   Alumno 2: Me gustaría ordenar cordero y hongos con salsa, por favor.
   Alumno 1: ¿Le gustaría ordenar postre?
   Alumno 2: No, gracias.
   Alumno 1: ¿Quiere la cuenta?
   Alumno 2: Sí, gracias.

3. Have students take turns performing their scripts for the class.

4. If time permits, ask students to switch characters and practice reading new lines.
Unit 2: Business and Leisure

Introduction to Unit 2
Highlighting this Unit is a vocabulary list richer than ever before—one that expands your students’ abilities to precisely communicate with new linguistic flair and accuracy. This greater variety of vocabulary terms has a two-tiered effect. Not only are students now able to apply subtle shades of meaning when writing or speaking about a wide range of topics, you can also call upon your learners to reflect and come to conclusions about their own opinions and sentiments, since they have the grammatical tools and words to communicate them to others.

Teaching Unit 2
Your classroom now begins to expand as you invite family members to attend presentations by your students. Given their rapidly growing competency in speaking, writing, and reading Spanish, you should encourage them to step past familiar bounds and communicate in greater detail, and for longer stretches of time, with other Spanish-language speakers they encounter in their daily lives. You will find that the challenging Activities in Unit 2 frequently mirror real situations in learners’ daily lives, and that topics such as sports, hobbies, and e-mail greatly pique students’ interest because of their real-life relevance.

Lesson 1a: Sports Talk
Teamwork is the name of the game today as your students team up to read, discuss, writing, and present reports about sports. Using newspaper clippings or print-outs of information, learners will research famous Latin American sports teams—scores, schedules, and more—and specific sports and sporting events.

Lesson 1b: Work and Play
Comparing objects or abstract ideas, and then communicating the conclusions, takes practice in any language. In today’s Lesson, students will use a Venn diagram to highlight the differences and similarities between a variety of trabajos and pasatiempos. They will also use their categorizing skills to classify people according to their jobs, and to determine whether specific activities, jobs, and hobbies can be done solos or juntos.

Lesson 1c: Ideas
Light bulbs will light up over the heads of your students today as they write about and discuss actions using the term idea. Learners will also be challenged to describe pictures and situations using sensorial vocabulary.

Lesson 1d: Journal Activity–Favorite Hobbies
Learners will enjoy this opportunity to write in their journals about their hobbies—why they like them, how they became interested in them, and how they learned them.

Lesson 1e: Latin American Cultural Activity–Meet the Team!
Student groups will step up to the plate today to present reports about professional athletes. To prepare, your learners will conduct research using online and print materials to determine the names of the best Latin American players in a given sport—their team’s name, why they are famous, how long they have been playing, and when their next match is.

Lesson 2a: Office Terms
In this hands-on Lesson, groups of students will design the interior of a three-story office building, and then label features and offices such as ascensor, corredor, and la oficina del arquitecto. That activity will set the stage for students to present their work to their peers and engage in a round-robin question-and-answer session regarding directions to and from locations within the building.

Lesson 2b: Setting Appointments
In the fast-paced world we live in, it is important to be able to keep track of appointments and discuss schedules. Today, your students will practice doing both as they fill in hourly time slots on a weekly calendar and converse about upcoming plans with fellow classmates.

Lesson 2c: Messages
A variation of the message-passing game Telephone will undoubtedly elicit some laughs in your classroom today during this Lesson that focuses on accurately conveying verbal and written information. Students will also role-play a scenario in which they must collaborate to relay an important message to someone.

Lesson 2d: Review
In this fun-filled review Lesson, your learners will take on the roles of actors and artists as they develop skits and create artwork for a classroom festival of fine arts. Their efforts will culminate in onstage performances and artwork presentations to family members, teachers, and students from other classrooms.

Lesson 2e: Journal Activity–Every Day Matters
Today’s journal-writing assignment challenges students to write about their tasks, appointments, celebrations, and other activities that occur like clockwork on a daily, weekly, monthly, and yearly basis.
Lesson 2f: International Cultural Activity–Amazing Architects
The contributions of famous architects around the globe are the focal points of today's expansive Cultural Activity. Students will work in groups to research, write, and deliver presentations about renowned architects, such as Zaha Hadid and Frank Lloyd Wright, and about such world-famous buildings as the Taj Mahal, Colosseum of Rome, and Empire State Building.

Lesson 3a: Exploring Natural Wonders
Students will discover the most famous Latin American wonders today. In researching information for brief presentations, they will explore a well-known cueva, río, cascada, cañón, volcán, or arrecife de coral.

Lesson 3b: Darkness and Light
Bring in photos of scenes and activities in light and dark surroundings to inspire a class discussion using new vocabulary, such as hay luz, oscuro, and linterna. Then, watch your students light up as they explore the world of daytime and nighttime behaviors of mammals, birds, and marine animals.

Lesson 3c: Exploring the Language
Everyone will get spashed by the waterfall of words as student groups create dialogues about the thrills and dangers of the great outdoors. As groups perform their scripts, their peers will try to guess what type of landform they are exploring: cañón, cueva, volcán, or cascada.

Lesson 3d: Journal Activity–Sightseeing
Today's Journal Activity will show learners that it is possible to escape to the out-of-doors during class time. Students will write about one of the natural wonders they learned about during this Lesson.

Lesson 3e: Enrichment Activity–Travel Posters
Designed to provide an enhanced learning opportunity, this long-range activity allows your more advanced students valuable planning, communication, research, and public-speaking experience. Over the course of several weeks, learners will create an illustrated travel poster about a country of their choice and its natural wonders, landmarks, cultural offerings, and more. You may wish to invite parents to attend the class session when these learners present their finished products.

Lesson 4a: Mail Delivery
Chances are, your students receive few letters in the mail and have even fewer occasions to write them. Today your students will learn how to write a letter in Spanish, using specific stylistic guidelines. Then, pairs of learners will become pen pals—writing, delivering, and conversing about letters they write to each other.

Lesson 4b: Care Packages
Reaching out to help people in need forms the basis of this Lesson. Students will read about and discuss local organizations that accept donations, and then write letters proposing a school-wide collection drive to benefit one of the outreach groups.

Lesson 4c: Whose Package?
In this Lesson, students will have fun using their imaginations to offer solutions to the dilemma of mistaken package deliveries. Allow your learners to practice their acting skills by performing dialogues and entertaining classmates during a discussion of creative solutions.

Lesson 4d: Review
Today, classmates will reach into a bag and pull out items that represent environmental and postal vocabulary words. In round-robin style, learners will then create sentences containing the chosen terms, and you will keep everyone on their toes by asking questions of students at random.

Lesson 4e: Journal Activity–The Perfect Package
Drawing upon the postal and delivery vocabulary they have learned, learners will write details in their journals about a package they might send to someone they consider special.

Lesson 5a: Focused Activity–Read and Remember
Students needing extra reading practice will work with a partner—each reading aloud a passage about an artist, and then together writing answers to questions you pose about what they have read.

Lesson 5b: Focused Activity–Scrambled Grammar
Mixing up words in sentences, and then putting them back together so they are grammatically correct, is always popular with language learners. In this Focused Activity, your students will unscramble words on index cards to form sentences with passive and active verbs.

Lesson 5c: Focused Activity–Speaking of Sports
Practicing speaking is fun in exercises like this, in which learners assume the role of a reporter or sports fan and read aloud a scripted dialogue with a partner, with the goal of speaking expressively.
Conditional Sentences

Explain to students that conditional sentences express what may happen in certain circumstances. Conditional sentences normally consist of two clauses. The clause that begins with si is called the condition. The second clause is called the consequence.

Si esperas un día, las bananas estarán maduras.

In Spanish, there are two main types of conditionals:

Real Conditionals: In these constructions, the condition is viewed as a possibility. If the condition is met, the consequence will happen.
- Si hace sol, nadaré en el océano.
- Si ganamos este partido, jugaremos en el campeonato.
- Si tengo suficiente dinero, compraré esto.
- Si estudias español, podrás hablarlo.

Unreal Conditionals: In these constructions, the condition is unlikely or contrary to fact. Unreal conditionals use the imperfect (past) subjunctive tense in the consequence clause.
- Si lloviera más, mi jardín crecería mejor.
- Si ellos tuvieran paraguas, no estarían mojados.
- Si ella comiera un sándwich, no tendría hambre.

The last example indicates that she did not eat a sandwich; the statement is contrary to fact. Therefore, she is hungry. In this kind of conditional sentence the si clause is not true.

Point out that the si in these examples is not accented, as it implies a condition or contingency rather than an agreement or affirmation, as indicated by the accented word sí.

Help learners practice both real and unreal conditionals in appropriate contexts.
**Ideas**

Explain to students that an *idea* is a concept or thought. Point out different ways of using the term. For example, when someone says, “Tengo una *idea*,” he means that he has thought of a plan that may solve a problem or dilemma. In this context, an *idea* is a solution or an innovation.

Llueve y olvidé el paraguas.
Tengo una idea. Vamos a usar este periódico.

**Idea** can be used to express a new concept or an invention.

Primero, el tuvo la idea de hacer un estadio de béisbol. Después, dibujó el estadio. Ahora, ellos lo construyen.

An artist, for example, may refer to new designs as *ideas*.

¿De dónde saca las ideas para sus pinturas?
Algunas veces saco ideas de mis viajes.

Let students know that circumstances or opinions can dictate whether an *idea* is described as *buena* or *mala*.

Es buena idea llevar un abrigo en el invierno.
Es mala idea llevar un traje para nadar.
Todos piensan que es una buena idea.
Fue una mala idea.

Remind students that when something is described in Spanish, the descriptive element usually comes after the word it describes.

Ésa es una pintura hermosa.
Ella pinta flores amarillas.

Point out that placing *bueno/-as* and *malo/-as* in front of the word *idea* (or any other noun, for that matter) serves to emphasize the quality of the subject. By preceding the noun, the descriptive word highlights something that, to the speaker, is evident, obvious, or expected.

Es buena idea lavarse las manos antes de comer.
Es mala idea jugar al béisbol en la casa.
Unit 2, Lesson 1, Part A
Sports Talk

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use sports vocabulary to talk about athletics with their peers.
• Work cooperativey to prepare and present information about a sport or sporting event.

Materials:
Newspaper clippings and website print-outs of information about well-known sports teams
and players in Latin America

Focus and Motivate
Know the Score

Prepare Ahead:
• Use newspaper clippings or print-outs of sports information for this activity.

1. Divide the class into groups of three students and distribute clippings and print-outs. Have each
   group member scan the information for a fact to report to the class, such as the sport and country
   where the teams play.

   This may be an opportune time to teach the word deportes.

2. Continue the activity until all students have reported.

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

**Sports Reports**

Prepare Ahead:

- Have print resources about sports teams and players available for students.

1. Explain to students that they will be working in their groups from the previous **Focus and Motivate** activity to prepare and present a brief report about a well-known Latin American sports team and its players. Emphasize that each student must participate in all facets of his group’s report preparation and presentation.

2. Instruct students to include the names of the team and players, where they played, reasons why they won or lost a game and where and when the team will play again. Advise groups to be creative when the information needed is not provided in the clippings or print-outs. For example:

   River jugó con Boca y perdió 3 a 0 en el estadio River Plate. Maradona dice que hacia calor y el equipo no jugó bien. Los jugadores están enojados. Pero quieren practicar más porque el lunes 15/4 jugarán con Racing en el estadio Chacarita y no quieren perder.

3. Allow time for learners to review their notes before the presentations in the next **Assessment** activity.

**Assessment**

**Sports Wrap-Up**

1. Have groups present the reports they prepared in the previous **Being Creative** activity. Explain to students that they will play the roles of reporters, and you will play the role of the anchorperson introducing each student. You could start by saying:

   Ahora vamos a los deportes. Juan nos va a hablar de tenis. ¡Buenos días Juan! ¿Qué nos quieres decir?... Pedro también está con nosotros. ¿Qué nos quieres decir?...

2. Collect reports for evaluation.

If time allows, you may elicit additional student involvement by turning the interview into a press conference, in which the audience is allowed to ask questions about players’ involvement in the games or other pertinent team information.
Unit 2, Lesson 1, Part B
Work and Play

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Talk about activities they have defined as trabajos, pasatiempos, or trabajos y pasatiempos.
• Describe sports and fine-arts activities that can be done together or alone.

Materials:
   Magazine, newspaper, or Internet images of actors, sports players, and artists; one per student
   One large sheet of poster board
   Tape

Jump Start
Actor, Player, or Artist?

Prepare Ahead:
• Use magazine, newspaper, or Internet images and tape for this activity.
• Draw three columns on the poster board with these category headings: Actor/Actriz, Jugador, and Artista.

1. Display the poster board and review the headings, focusing on pronunciation and meaning.

2. Distribute images and ask students to take turns showing their pictures to the class and identifying the person as an actor/actriz, jugador, or artista. Learners should then tape their images under the appropriate poster heading. You may further practice related vocabulary by asking students to share additional information they may know, such as:
   [Name] Ella es actriz de cine / teatro / televisión.
   [Name] Él es jugador de básquetbol / béisbol / fútbol.
   [Name] Ella es artista y pinta / dibuja / saca fotos.

3. After all students have had a turn, randomly point to the images and call on volunteers to name the corresponding category.

You may display your poster board in the classroom for the next few days to visually reinforce the vocabulary just learned.

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

Job or Hobby?

1. After reviewing the following terms and in preparation for class discussion, ask learners to spend a few minutes on their own listing their pasatiempos and trabajos (around the home, at school, or in the workplace).

2. Draw a Venn diagram on the board and label the regions as follows, from left to right: Trabajos, Trabajos y Pasatiempos, Pasatiempos. Explain to students that they should take turns reading two items from their lists, using these sentence formats:
   - _____ es mi trabajo.
   - _____ es mi pasatiempo.
   - _____ es mi trabajo y mi pasatiempo.

3. Write students’ answers in the appropriate regions on the Venn diagram.

4. Lead a discussion about the information on the completed Venn diagram, with students comparing and contrasting the characteristics of activities listed as jobs, hobbies, or both jobs and hobbies. Encourage learners to talk about how often they perform the hobbies or jobs mentioned using terms such as nunca, a veces, and siempre.

Assessment

Alone or Together?

1. Spend a few minutes discussing, as a class, the words solo/-a(s) and juntos/-as as they relate to activities, jobs, and hobbies. For example, a game of golf can be played by one person (solo/-a), while a game of baseball can only be played with a group of people (juntos).

2. Students should then spend the remainder of the session writing a series of sentences that describe three activities they prefer to do alone, and three activities they enjoy doing with others. Model by sharing these sentences:
   - Mis amigas y yo siempre miramos películas juntas.
   - A veces él escucha música solo, pero ella nunca escucha música sola.

3. Collect papers and evaluate.

Word of the Day:

el trabajo
Unit 2, Lesson 1, Part C Ideas

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

• Describe items using sensory terms.
• Write about and discuss actions using the terms buena idea or mala idea.

Materials:

Pictures of body parts that relate to the senses
Pictures of items that elicit the use of one or more of the senses (delicious-looking cake, colorful flower, bright insect, ice sculpture, trash-filled bins, noisy stadium or concert)

Skill Builder

Talking Sense

Prepare Ahead:

• Have pictures of body parts that relate to the senses available to display.
• Have pictures of items that elicit use of the senses available to display.

1. Display the pictures of (or point to) body parts that relate to the senses. Ask students to identify them and describe how they are used. For example:
   La boca prueba. La nariz huele. Las manos tocan. Los ojos ven. Las orejas oyen.

2. One at a time, display the pictures of items that elicit use of the senses. Challenge your learners to take turns calling out sentences that describe the items and include the specific senses involved. For example:
   La basura huele muy mal.
   Las tortas se ven deliciosas y huelen muy bien.
   La rana se ve interesante, pero no debes tocarla.

Bloom’s Taxonomy: Application

Multiple Intelligences: Visual-Spatial

Engage and Explore

Shopping Lists

1. On the board, write two party ideas or social events (a child’s birthday party, a business dinner). Invite students to suggest food items that may or may not be appropriate for that type of event, using either the expression buena idea or mala idea. For example:
   En una fiesta de cumpleaños para niños, es buena idea tener refrescos y torta. Es mala idea cocinar pescado o dar de beber café.

2. Divide the class into pairs of students, and tell your learners to imagine they are planning a party.
3. Since partners must first decide what to make for dinner, direct them to write a list of the ingredients they will need for the main course and for dessert. For example:

Plato principal: Pollo con cebolla y hongos.  Postre: Ensalada de frutas
- Pollo
- Cebolla
- Hongos
- Manzanas
- Bananas
- Naranjas

4. Now have your students imagine that they are at the grocery store with their lists of ingredients. Ask learners to write a dialogue about this scene, using sensory verbs and the word idea. For example:

Alumno A: ¡Vamos a comprar este pollo!
Alumno B: Es una mala idea. Se ve muy pequeño. ¡Vamos a comprar este otro pollo y esta cebolla!
Alumno A: Esa cebolla es grande. ¡Ésa es una buena idea! ¿Compramos estos hongos?
Alumno B: ¡Sí, se ven frescos!
Alumno A: ¡Tengo una idea! ¡Compremos manzanas verdes!
Alumno B: ¡Es una buena idea! ¡Huelen bien!
Alumno A: Sí pero las bananas no huelen bien. Creo que sería una mala idea comprar estas bananas.
Alumno B: Sí. ¡Están podridas!

5. After allowing time for partners to act out their dialogues, collect scripts for evaluation.

Assessment
Interesting Ideas

1. Write settings such as the following on the board:
   - En una fiesta
   - En el museo
   - En el restaurante

2. Ask students to work in pairs to write a minimum of two sentences about a person’s behavior in these settings, using the phrases es buena idea or es mala idea. For example:
   - En una fiesta: Es buena idea hablar con las personas. Es mala idea comer mucho.
   - En el museo: Es mala idea sacar fotos. Es buena idea comprar pósters y postales.
   - En el restaurante: Es buena idea dejar propina. Es mala idea hablar con la boca llena.

3. Ask each pair of students to partner with another pair and discuss what they wrote for their situations.

Word of the Day: la idea
Unit 2, Lesson 1, Part D
Journal Activity–Favorite Hobbies

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about a pasatiempo they enjoy in their free time.

Being Creative
Favorite Hobbies

Have students write in their journals about their favorite activity by answering questions such as:
¿Qué pasatiempo(s) tienes?
¿Por qué te gusta?
¿Cuándo empezaste?
¿Cómo lo aprendiste?
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use sports vocabulary to obtain information about professional Latin American players.
• Report answers based on information provided by peers.

Materials:
Internet resources
Player chart; one per pair of students
Conversation template; one per pair of students

Connecting to Culture
Meet the Team!

Prepare Ahead:
• Make copies of the player chart (see Step 5).
• Make copies of the conversation template (see Step 6).

1. Divide the board into two columns and write the following headings:
   Deportes con un jugador  Deportes con más de un jugador

2. Ask students to name sports that are played alone and together. Elicit as many answers as possible and write them under the corresponding headings.

3. Referring to the sports under the heading Deportes con más de un jugador, ask students if they know how many players are usually on those teams. For example:
   ¿Cuántos jugadores hay en un equipo de fútbol?
   ¿Cuántos jugadores hay en un equipo de béisbol?

4. Divide the class into pairs of students and assign a sport to each pair.
5. Instruct students to do Internet research to find information about the best Latin American players of their assigned sport. Distribute the following player chart to each pair and direct learners to complete the column entitled *Nuestro jugador* by answering the cues in the left-hand column:

<table>
<thead>
<tr>
<th>Nuestro jugador</th>
<th>Su jugador</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td></td>
</tr>
<tr>
<td>Su equipo–si tiene uno</td>
<td></td>
</tr>
<tr>
<td>¿Por qué es famoso?</td>
<td></td>
</tr>
<tr>
<td>¿Hace cuánto empezó a jugar?</td>
<td></td>
</tr>
<tr>
<td>El juego que viene</td>
<td></td>
</tr>
</tbody>
</table>

6. Each pair of students should then complete the following conversation template with the information they found:

   Alumno A: ¡Bienvenidos a mi programa! Nuestro invitado de hoy es ____, jugador de ____.
   Alumno B: Gracias, me da mucho gusto estar aquí.
   Alumno A: ____ ganó ____ en el año ____ . ¡Felicidades!
   Alumno B: Gracias.
   Alumno A: ¿Cuánto hace que eres ____?
   Alumno B: Empecé a jugar ____.
   Alumno A: ¿Cuándo será tu partido que viene?
   Alumno B: El partido que viene será ____.
   Alumno A: Gracias por venir, ____.
   Alumno B: ¡De nada!

7. Ask two pairs of students (A and B) to get together. Instruct Pair A to act out its dialogue in front of Pair B, and then switch. The listening pair should complete its player chart by filling out the *Su jugador* column with information provided by the acting pair. Have learners check each other’s charts for accuracy.

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

Passive Voice
Review with students how, in the active voice, the person doing the action is the subject of the verb. The thing or act done, or the person receiving it, is the object of the verb.
    Leonardo Da Vinci pintó esta pintura.
    Juana Serrano escribió este libro.

In the passive voice, the thing done or the one being acted upon becomes the subject of the verb, and the doer (if given) becomes the object of the preposition por.
    Esta pintura fue pintada por Leonardo Da Vinci.
    Este libro fue escrito por Juana Serrano.

Note that the passive voice is formed by using an appropriate tense of the verb ser plus the past participle, which agrees in gender and number with the subject of ser.
    Estos zapatos fueron diseñados para jugadores de básquetbol.
    Esta bicicleta fue diseñada para dos personas.

Remind students that, in passive constructions, the emphasis is on the action rather than the agent. The agent might be unknown or unstated.
    Estas estatuas fueron descubiertas en una isla.
    Este templo fue descubierto en México.

Ordinal Numbers as Adjectives
Remind your learners that, in Spanish, both cardinal numbers (uno, dos, tres) and ordinal numbers (primero, segundo, tercero) are used as adjectives. An ordinal number must agree in gender and number with the noun it refers to.
    La oficina está en el segundo piso en la segunda puerta a la derecha.
    Tengo que viajar los primeros días del mes. Tenía miedo de manejar las primeras veces.
    Es la tercera reunión del día.

When primero and tercero precede a singular masculine noun, the -o at the end of the word is omitted.
    Me gustaron las ruinas del siglo primero.
    La cocina está en el primer piso.
    El elevador subió del segundo piso al tercero.
    El dormitorio del niño está en el tercer piso.

Note that, in Spanish, cardinal numbers are usually used instead of ordinal numbers greater than 10, especially in conversation.
    Éste es un instrumento del siglo veinte.
Unit 2, Lesson 2, Part A
Office Terms

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Identify business-related vocabulary and use these terms in sentences.
• Use directional and office vocabulary to discuss locations inside a building.

Materials:
A blueprint of a building on an 11" × 14" sheet of paper; one copy per student
Drawing materials
Rulers

Focus and Motivate
Office Chat

1. Write two new vocabulary words on the board. Ask students to create a vocabulary list by adding words from this Lesson. Make sure the list contains at least the following terms:
   - el arquitecto
   - el ingeniero
   - el ascensor
   - el piso
   - el corredor
   - la recepcionista
   - las escaleras mecánicas
   - el vestíbulo

2. After leading the students through a choral reading of the list, briefly discuss the meanings of the words and ask a few volunteers to use them in sentences.

3. Keep the word list on the board for use during the next Engage and Explore activity.

Engage and Explore
Location, Location, Location!

Prepare Ahead:
• Design a blueprint of a building on an 11" × 14" sheet of paper. Include three floors and an escalator and elevator that are clearly labeled. Make enough copies for each student to have one.
1. Explain to students that they are architects who have been commissioned to design the interior of a three-story building. Their job is to lay out and label the locations of offices that will be occupied by an architect, an engineer, and others who require offices. Students should also include space for a lobby on the first floor and at least four stores on any floor.

2. Distribute blueprints, drawing materials, and rulers to each student. Note the escalator and elevator on the blueprint and remind learners to label their offices, stores, and hallways. Students may refer to the word list on the board for ideas and spelling.

3. Circulate around the room and engage students in brief conversations about their work while they are creating their projects.

4. Make space available in the classroom for students to place their completed blueprints in preparation for the following Assessment activity.

**Assessment**

*Directions by Design*

1. Have each student present her blueprint from the previous Engage and Explore activity to the class. She should identify three places within the building, including her favorite feature.

2. After all students have presented their three places, model the upcoming round-robin question-and-answer session by asking one student a question that requires directions for an answer. That student will answer and then ask another peer a similar question. For example:

   Maestro (al Alumno 1): ¿Cómo voy a la oficina del arquitecto desde el vestíbulo?
   Alumno 1: Tome el ascensor hasta el tercer piso y doble a la izquierda. La oficina del arquitecto está al lado de la joyería.
   Alumno 1 (al Alumno 2): ¿Cómo voy al ascensor desde el vestíbulo?
   Alumno 2: Camine hasta el final del corredor y doble a la derecha.
Unit 2, Lesson 2, Part B
Setting Appointments

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

• Keep track of a personal schedule by writing the term reuniones in the appropriate spaces on a weekly planner.
• Use conversational phrases and time-of-day expressions to discuss their availability and schedule reuniones.

Materials:
Blank personal-planner grid; one copy per student
Sample planner; one copy per student
Conversation script; two copies

Jump Start
Lucas’s Week

Prepare Ahead:
• Have a copy of the sample planner for each student (see Appendix A).

1. Distribute planners and call on your students to answer questions about Lucas’s appointments, such as:
   ¿Qué va a hacer Lucas el lunes a las 3 de la tarde? (Va a jugar al fútbol.)
   ¿Qué va a pasar el martes a las 6 de la tarde? (Va a ayudar a su padre.)
   ¿Qué tiene que hacer Lucas el domingo a las 3 de la tarde? (Tiene que cenar con sus amigos.)
Encourage students to answer in complete sentences.

2. Ask each student to add a new appointment to Lucas’s planner and tell a classmate about it.

3. Have students save their copy of La Semana de Lucas for use during the following Learning for Life and Assessment activities.

Learning for Life
Scheduling Success

Prepare Ahead:
• Have a copy of the blank planner for each student (see Appendix B).
• Have two copies of the conversation script available (see Step 4).
1. Explain to students that they will first practice scheduling personal appointments, and will then speak with others about making plans.

2. Briefly discuss appointments that students have during the course of a week by asking several volunteers to talk about their plans on a particular day.

3. Distribute blank planners to each student. Ask learners to fill in the time slots with their appointments for the week, using their copy of *La Semana de Lucas* as an example.

4. Divide the class into groups of four students. Instruct learners to converse with each other, with the goal of scheduling at least one appointment with each member in their group. Ask two volunteers to read the following script that models a conversation with questions and answers in complete sentences:
   
   Alumno 1: ¿Puedes patinar sobre hielo el miércoles a las 4 de la tarde?
   Alumno 2: Lo siento. No puedo patinar sobre hielo el miércoles a las 4 de la tarde porque juego al fútbol. Vamos a las 6 de la tarde.
   Alumno 1: ¿Puedes ir al partido de básquetbol a las 4 el sábado?
   Alumno 2: Sí, estoy libre el sábado a las 4 de la tarde.

   Circulate around the room to monitor participation and conversations. Instruct learners to write each peer’s name and the corresponding activity in the correct time slot.

5. Have several volunteers tell the class about a new appointment they made with a fellow group member. Ask students to keep their planners handy for the next Assessment activity.

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

(Lesson continues on next page)
Assessment

A Day in the Life...

Prepare Ahead:
• Be sure students have their planners from the previous Jump Start and Learning for Life activities.

1. Have your students write a three- to five-sentence paragraph describing someone’s day, based on their choice of either planner from the previous Jump Start and Learning for Life activities.

2. Encourage learners to be creative as they describe details. For example, students might include the location of Lucas’s fútbol games (at a park, in a stadium) and the name of his team. Students who write about their own appointments could elaborate on how they help their parents at home or the movie they plan to see.

3. After several volunteers read their paragraphs, collect papers and planners and evaluate.

⇒⇒⇒⇒⇒ Bloom’s Taxonomy: Synthesis

⇒⇒⇒⇒⇒ Multiple Intelligences: Intrapersonal
Unit 2, Lesson 2, Part C
Messages

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Demonstrate that they have understood information by accurately relaying a verbal and a written mensaje.
• Describe their personal views in a written mensaje.

Materials:
E-mail memo; one copy per group
Information about time capsules

Skill Sharpener
Pass It On

1. Divide the class into two groups of students and play a variation of the game Telephone. Whisper a message to the first student in each group. These students should then whisper what they heard to the peer beside them.

2. After the messages have been relayed to the last student in each group, ask these final recipients to tell the class what message they heard.

3. If the messages changed along the way from the first person to the last, discuss how the information changed and ask for ideas about why this happened.

4. Lead a brief discussion about ways to keep messages accurate (attentive listening, writing notes, repeating information).

Bloom’s Taxonomy: Application
Multiple Intelligences: Interpersonal

Extending the Text
Mixed Messages

Prepare Ahead:
• Provide a copy of an e-mail message (see Step 4) for each group.

1. Discuss with your class the ways people convey messages.

Take this opportunity to introduce types of messages such as mensaje de texto, notas, mensajes de voz, conversaciones telefónicas, and persona a persona. Compare them with message types the students already know, such as correo electrónico and cartas.

2. Explain to students that they will work in small groups to role-play a scene in which they must collaborate to give a message to someone.
3. Divide the class into groups of three learners, and have group members decide among themselves who will be A, B, and C. Explain each learner's role:
   - Student A receives an e-mail message from you.
   - Student A then role-plays a telephone conversation with Student B to relay the information in the e-mail message.
   - Student B has a face-to-face conversation with Student C about the message she just received.
   - Student C ends the activity by writing a note with the information from Student B, and placing the note on the classroom door.

4. Distribute copies of the following e-mail message to Student A in each group:
   **De:** maestro@rosettastone.com
   **Para:** alumno@rosettastone.com
   **Asunto:** ¿Dónde está la señora Juárez?
   No puedo encontrar a la señora Juárez. Si la ves, ¿le puedes decir que espero que podamos encontrarnos en la panadería El Pan Caliente a las 2 de la tarde? Debe traer $20 para comprar una torta para la fiesta de la escuela.

   Circulate around the room to monitor learners as they engage in their role-playing.

5. After each Student C places her note on the door, have her group compare its e-mail message with the note to check for accuracy.

6. Have a class discussion about the most reliable methods for conveying information.

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**Bloom's Taxonomy: Application**

**Multiple Intelligences: Verbal-Linguistic**

**Assessment**

**A Timely Message**

**Prepare Ahead:**
- Have information about time capsules available.

1. Describe for students what a time capsule is and introduce the term **cápsulas del tiempo**. Talk about the occasions for which they have been created and give examples of their contents.

2. Lead a brief discussion about the items that students would place in a time capsule to represent the current year. Have students write personal notes about their views, beliefs, activities, or experiences to place in the current-year time capsule.

3. Collect papers and evaluate.

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**Bloom's Taxonomy: Synthesis**

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

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Collaborate with a peer to write and rehearse a script as actores or actrices or create a drawing, painting, or sculpture as artistas.
• Perform a skit or describe a piece of artwork.

Materials:
Resources for sample scripts and examples of artwork
Sheets of poster paper; enough for each group
Art materials

Classroom Community

In-Class Activity—Actors and Artists

Prepare Ahead:
• Have script and art resources available for all groups.
• Provide poster paper and art materials to all artists, and to actors who wish to use them.

1. Explain to your students that they will role-play actors and artists by developing material for a festival of fine arts. Possible themes include sports, jobs, hobbies, inventions, and architecture.

2. Divide the class into pairs of students, and then have them count-off until every pair has a number.

3. Even-numbered groups will develop a script for a three-minute skit to be performed for peers, teachers, and family members. Encourage actors to draw props that may enhance their dialogues.

4. Odd-numbered groups will create a piece of artwork to display to peers, teachers, and family members. Learners should also be prepared to talk about the details of their creation.

5. After allowing time for students to research and develop their projects, have them rehearse their presentations in preparation for the following Community Connection activity.

Community Connection

Out-of-Class Activity—Festival of Fine Arts

1. Schedule a festival of fine arts that showcases the skits and artwork prepared by students during the previous Classroom Community activity.

2. Invite family members, teachers, and students to attend this event that allows your learners to use their Spanish-language skills with a new audience.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about their scheduled activities and other events that occur on a daily, weekly, monthly, and yearly basis.

**Learning for Life**

*Every Day Matters*

1. Have students write about their tasks, appointments, celebrations, and events that happen every:
   - día
   - semana
   - mes
   - año

2. Students should describe at least two occurrences for each of the above time periods.
Unit 2, Lesson 2, Part F
International Cultural Activity–Amazing Architects

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to research, write, and present reports about arquitectos from various countries and eras.

Materials:
Internet and printed resources about architects and their architecture
Slips of paper; one per group
Container

Connecting to Culture
Amazing Architects

Prepare Ahead:
• Review research materials and choose several architects—enough for one per group—making sure they are from different countries and time periods (see Step 3). Write the name of each architect on a slip of paper and place it in the container.

1. Discuss architects and what their job entails, and then describe the process of creating a building—from concept to finished structure. Elicit or offer the names of famous buildings, such as el Coliseo, el edificio Empire State, las pirámides de Egipto, and el Taj Mahal.

2. Explain to your students that they will work in small groups to research, write, and present information about specific architects from around the world and buildings they have designed. Examples of internationally renowned architects are:
   Marion Mahony Griffin
   Zaha Hadid
   César Pelli
   Kenzo Tange
   Frank Lloyd Wright
3. Pass around the container and have each group choose one slip of paper, which will have the name of the group’s assigned architect. Advise students that their reports about the architects and their buildings should include these topics:
- historia del arquitecto
- tipos de edificios diseñados
- dónde se construyen los edificios
- porqué el arquitecto es famoso
- porqué los edificios del arquitecto son famosos

Encourage groups to include images of the buildings designed by their selected architect in their reports if you have Internet and photocopier access. Remind them that each group member must participate in all facets of the project. Allow time for rehearsals of the presentations.

4. After students have researched and documented their projects, have the groups take turns presenting their architect to the class.

5. When presentations are complete, lead a discussion about the similarities and differences among architects and their building styles in relation to era, culture, and location.

6. Collect reports and evaluate for content.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Independent Possessive Pronouns

Advise students that possessive pronouns come in two forms. The first form is used as an adjective to modify a noun.

La batería de mi celular está cargada.
Enciende tu linterna, por favor.
Trajimos nuestras linternas.
Los ingenieros presentan sus ideas.

The second form is called an independent possessive pronoun because it does not need to be paired with a noun.

Estos dormitorios son nuestros.
Aquellas laptops son suyas.
La laptop barata es mía.

Independent possessive pronouns can be used as the subject of a sentence when the noun it refers to is already established. Note that a definite article precedes the pronoun.

¿Tienes una pila? La mía está descargada.
El tuyo está bueno. Pero el suyo está mejor que el tuyo.
Estas son nuestras linternas. Las nuestras son más grandes que las suyas.

Observe how Spanish pronouns agree with the noun they modify and not with the owner of the object.

El ingeniero perdió una llave suya.

Also, note that nuestro/-a(s) uses the same form whether it is acting as an adjective or an independent pronoun.

adjective: El niño está jugando con nuestro perro.
independent pronoun: El perro es nuestro.
Addressing Others Formally

Remind students that, when addressing older adults or people in formal situations (such as business settings), conversations can be friendly but formal enough to show respect for co-workers and clients.

This is an opportune time to point out that using *usted* is an excellent way to convey polite formality. Its third person conjugation creates a polite distance. This is certainly the case when using formal commands, yet imperatives should be used with tact when talking to someone in authority (teacher, manager, client). Advise learners to use *por favor* to make imperatives sound more like polite suggestions. For example:

[En un restaurante] Ésta es una buena mesa. Siéntense aquí, por favor.
Por favor dígale que ella tiene una reunión a las 2 de la tarde.

Another way to give instructions politely is to ask a question instead of using an imperative.

¿Les gustaría sentarse aquí?

Speakers in formal situations use polite phrases often.

Lo siento mucho, Roberto. No puedo almorzar contigo.
Lo siento. La señora Martínez no está aquí. ¿Le gustaría dejar un mensaje?
Sí, por favor. Quisiera verla mañana a las 9 de la mañana.
Unit 2, Lesson 3, Part A
Exploring Natural Wonders

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use environmental vocabulary to describe various landmarks.
• Present information about specific aspects of locations to an audience of their peers.

Materials:
Internet access
Print and Internet resources about canyons, caves, coral reefs, rivers, volcanoes, and waterfalls

Focus and Motivate
Visual Explorers

Prepare Ahead:
• Have Internet access available for students.

1. Write the following names on the board:
   Chicamocha
   De las Manos
   Banco Chinchorro
   Amazonas
   Ojos del Salado
   Salto Ángel

2. Ask students to raise their hand if they recognize any of the names, but to not say anything to the class. Tell your learners that each name corresponds to one of the following land features:
   un arrecife de coral
   un cañón
   una cascada
   una cueva
   un río
   un volcán

3. Ask students to guess the places in Step 1 that match the features in Step 2, and have them write their guesses on a sheet of paper.

4. Pair up students and allow them a few minutes to use the Internet to check their guesses.

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

Prepare Ahead:
• Use the print and Internet resources for this activity.

1. Divide the class into six groups and assign one of the sites mentioned in the previous Focus and Motivate activity to each.

2. As students prepare to research their location, direct them to include information about the following in their reports:
   - historia (¿Qué sabemos de su historia? ¿Cuándo fue descubierto?)
   - lugar (ciudad, país, continente)
   - medidas (largo, ancho, alto)
   - exploradores (científicos, fotógrafos)

Groups should also include at least one illustration and note the name of the photographer (if available). Remind learners that each group member is responsible for presenting a portion of the report.

3. Allow time for students to rehearse their presentations in preparation for the next Assessment activity.

Assessment
Tales of Adventure

1. Have students return to their groups from the previous Engage and Explore activity. Then, each group should present its report to the class.

2. After information about each location has been presented, conclude the activity by asking learners to discuss which landmarks they want to visit and why.

3. Collect reports and evaluate.

Word of the Day:
explorar
Unit 2, Lesson 3, Part B
Darkness and Light

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss activities that are easy and difficult for people to perform cuando hay luz and cuando está oscuro.
• Gather and present information about the diurnal and nocturnal activities of different animal species.

Materials:
Photos of scenes and activities in light and dark surroundings
Index cards each with the name and a picture of an animal that exhibits diurnal or nocturnal habits; one card per group of three students
Reference resources about mammals, birds, and marine animals that exhibit diurnal and nocturnal habits
Container

Jump Start
Lighting the Darkness

Prepare Ahead:
• Use the photos showing scenes and activities in light and darkness for this activity.

1. Show photos of different situations that occur in light and dark settings. Ask students to identify whether each image depicts a dark or light scene, and how the light is generated (sol, linterna, lámpara).

2. Lead a discussion about activities that are easy and difficult for humans to do in darkness and in light.

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

Curriculum Connection
Night and Day

Prepare Ahead:
• Place index cards with names and pictures of animals in a container. Be sure there is at least one card for each group of three students.
• Have reference resources available for all groups.

1. Lead a brief discussion about the ways in which certain animals function better in light environments while others prefer dark environments, and compare this to human behavior.

This may be an opportune time to introduce the terms diurno, nocturno, marino, and mamífero.
2. Explain to students that they will be working in small groups to prepare and present a brief report about the daytime and nighttime behaviors of a particular mammal, bird, or marine animal.

3. Divide the class into groups of three students, and ask a representative from each group to select a card from the container.

4. Direct students to use reference materials to gather information about their creature’s natural habitat, its daytime and nighttime habits, and physical features that help it survive in light or dark environments. Remind students that each group member will be responsible for presenting a portion of the report to the class.

5. Have each group finalize its report and prepare to present it during the following Assessment activity.

Assessment
Creatures of Habit

1. Call on groups to present the reports they prepared during the previous Curriculum Connection activity. Note students’ use of complete sentences, clear ideas, and coverage of the required topics.

2. If time permits, lead a brief discussion comparing the habits of mammals, birds, and marine animals in light and dark environments.

3. Collect reports and evaluate.

Word of the Day:
la luz
Vocabulary Taught or Reviewed:
apagar  
la batería  
la cámara  
el cañón  
cargar  
la cascada  
la cueva  
descargada  
encomendar  
la luz  
oscuro  
peligroso/-a  
la temperatura  
et el volcán

Unit 2, Lesson 3, Part C
Exploring the Language

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write scripts about geographic features and exploration activities.
• Perform a script for an audience of their peers.

Materials:
Four lists of Lesson vocabulary; a different set per group

Quick-Start Review
Word Waterfall

Prepare Ahead:
• Write Lesson vocabulary on the board (see Step 1).

1. Direct students’ attention to the vocabulary list on the board:
apagar cargar cueva fotógrafo oscuro
arrecife de coral cascada descargada lámpara río
batería científico encender linterna volcán
cañón cuerda explorar luz
Review pronunciation and meanings of the words.

2. Ask for volunteers to use some of the terms in complete sentences.

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

Extending the Text
Vocabulary Volcano

Prepare Ahead:
• Create four lists of Lesson vocabulary (see Step 1).

1. Divide the class into four groups and distribute one of the following lists to each:
Lista A  Lista B  Lista C  Lista D
batería batería alto apagar
 cargar cámara cascada cargar
científico explorar descargada foto
cuerda fotógrafo guía de turismo hay luz
lámpara peligroso largo no es peligroso
oscuro revista científica linterna temperatura
2. Direct groups to write a dialogue using the words on their lists, along with any other expressions or vocabulary they wish to use. Since the audience will be guessing the location of scenes, learners should not include the name of the place in their script. Each group member should have a speaking role in the dialogue, to ensure participation by all.

3. Allow time for students to write and rehearse their dialogues for use during the following Assessment activity.

   ✨ ✨ ✨ ✨ ✨ Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Interpersonal

Assessment
Finding the Feature

1. Using their dialogues from the previous Extending the Text activity, groups will take turns performing their scripts.

2. After each performance, have the audience write down the location where they think the dialogue took place. When all have had the chance to act out their scripts, ask: ¿Dónde estaba el grupo 1? ¿Por qué?

3. Collect scripts and evaluate.

   ✨ ✨ ✨ ✨ ✨ Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic
Unit 2, Lesson 3, Part D
Journal Activity–Sightseeing

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use travel, tourism, and environmental vocabulary to write about locations they have visited or would like to explore someday.

Reflection
Sightseeing

1. Ask students to collect information about one of Latin America’s natural wonders they learned about in this Lesson (cañón Chicamocha, cueva De las Manos, arrecife de coral Banco Chinchorro, río Amazonas, volcán Ojos del Salado, and cascada Salto del Ángel), and write in their journal about what they would expect to see and do while visiting one of them. Or, if students have actually explored one of these, instruct them to recount their experiences in their journal.

2. Students may also include information about the equipment they would need to explore the chosen place (linterna, cuerda, cámara).
Unit 2, Lesson 3, Part E
Enrichment Activity–Travel Posters

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use tourism and environmental vocabulary to create posters by selecting a topic, conducting research, writing content, and presenting information.

Materials:
Travelogues and guidebooks about a variety of countries
Sheets of poster board; one per student
Art materials

Stretching the Imagination
Travel Posters

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

Prepare Ahead:
• Have travelogues and guidebooks available for students.
• Invite parents to attend when students are ready to present their posters.

1. Explain to your learners that they will create and present an illustrated poster about a country of their choice, with information about landmarks, festivals, outdoor activities, fine-art genres, restaurants, sporting events, and natural wonders. Suggest that students use terms such as the following on their posters:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrecife de coral</td>
<td>reef coral</td>
</tr>
<tr>
<td>báisquetbol</td>
<td>basketball</td>
</tr>
<tr>
<td>béisbol</td>
<td>baseball</td>
</tr>
<tr>
<td>cañón</td>
<td>canyon</td>
</tr>
<tr>
<td>cascada</td>
<td>waterfall</td>
</tr>
<tr>
<td>castillo</td>
<td>castle</td>
</tr>
<tr>
<td>catedral</td>
<td>cathedral</td>
</tr>
<tr>
<td>cueva</td>
<td>cave</td>
</tr>
<tr>
<td>escultura</td>
<td>sculpture</td>
</tr>
<tr>
<td>esquí de fondo</td>
<td>cross-country skiing</td>
</tr>
<tr>
<td>festival</td>
<td>festival</td>
</tr>
<tr>
<td>foto</td>
<td>photo</td>
</tr>
<tr>
<td>hacer snorkel</td>
<td>go snorkeling</td>
</tr>
<tr>
<td>hockey</td>
<td>hockey</td>
</tr>
<tr>
<td>ir de excursión</td>
<td>go on an excursion</td>
</tr>
<tr>
<td>museo</td>
<td>museum</td>
</tr>
<tr>
<td>palacio</td>
<td>palace</td>
</tr>
<tr>
<td>patinar sobre hielo</td>
<td>skate on ice</td>
</tr>
<tr>
<td>pescar</td>
<td>fish</td>
</tr>
<tr>
<td>pintura</td>
<td>painting</td>
</tr>
<tr>
<td>restaurante</td>
<td>restaurant</td>
</tr>
<tr>
<td>río</td>
<td>river</td>
</tr>
<tr>
<td>ruinas</td>
<td>ruins</td>
</tr>
<tr>
<td>volcán</td>
<td>volcano</td>
</tr>
</tbody>
</table>

Mention that parents will be visiting the class to hear presentations when students have completed their projects.
2. Brainstorm with learners about the countries they might choose to write about, in terms of the information shown in Step 1. After students have selected their target countries, have them begin their research.

3. Instruct learners to prepare an outline of their information and share it with you during a scheduled meeting. Discuss the material and suggest revisions, if necessary.

4. Students should then write a draft of the text they wish to include on their posters and select accompanying images and graphics. Review this material during appointments with each learner, and suggest edits as needed.

5. When students are ready to work on the final version of their posters, distribute art materials and poster boards and have them complete their projects.

6. For the presentations, each student should, in turn, describe her poster to the audience. When all are finished, invite your learners to further discuss the topic of travel by leading a discussion that includes comments, questions, and personal experiences. Invite parents to join the conversation.

7. After evaluating the posters, display them for all to enjoy.

Where available and with parents’ consent, you may encourage learners to use computer-based software programs to create their presentations.
**Grammar & Usage**  
**Unit 2, Lesson 4**

**Future Events in Conversation**
Remind students that they have learned two ways to indicate future events. The more formal of the two ways is to use the verb in the future tense.
- El doctor le verá en diez minutos.
- Regresaré en una hora.

*This may be a good time to point out how all future endings require an accent except for nosotros. You may also take a quick look at irregular verbs students have seen thus far, such as podremos and saldremos.*

The second way is less formal and used more often in conversation. It involves a present-tense form of the verb *ir*, the preposition *a*, and an infinitive verb.
- El hombre *va a enviar* un paquete.
- ¿Lo *vas a devolver*?

Explain to students that although in Spanish *ir + a + infinitive* is the most frequently employed form when speaking of the future, Spanish speakers often use the present tense instead of the future for near-future actions.
- ¿Vienes a mi fiesta esta noche?
- ¿María puede venir a mi fiesta el viernes que viene?

**Connotations of Tratar**
Explain to students that the verb *tratar (de) + infinitive* is used when the result of the action may not be successful.
- La niña trata de subir al árbol.

*Trata (de)* indicates that the girl may not be able to climb the tree. Discuss how this differs from the following sentence: La niña está subiéndose al árbol.

The past tense often suggests failure.
- Trató de entregar su correo.
- Él trató de saltar sobre el agua.

These examples imply that the mail was not delivered and the person who tried to jump probably landed in the water.
Unit 2, Lesson 4, Part A
Mail Delivery

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Write a letter in Spanish that shares their personal history to share with a peer.
• Form and ask questions based on the information students would like to know about their peers.

Materials:
Letter template; one per student
Slips of paper with the name of each student
Container
Envelopes; one per student

Jump Start
Many Happy Returns

Prepare Ahead:
• Have a copy of the letter template (see Step 1) available for each student.

1. Distribute the following letter template to each student and ask him to note the differences in style between the two letters.

<table>
<thead>
<tr>
<th>Susan Darren</th>
<th>Sofía López</th>
</tr>
</thead>
<tbody>
<tr>
<td>1342 Main Street</td>
<td>Avenida De los Pájaros 345</td>
</tr>
<tr>
<td>Anytown, VA 22879</td>
<td>Palermo, Santo Domingo (12344)</td>
</tr>
<tr>
<td>August 3rd, 2020</td>
<td>20 de septiembre de 2020</td>
</tr>
<tr>
<td>Dear Sofía,</td>
<td>Querida Susan:</td>
</tr>
<tr>
<td>How are you? I have not received</td>
<td>¿Cómo estás? Estoy muy contenta</td>
</tr>
<tr>
<td>a letter from you for many</td>
<td>porque empezaste el curso. ¡Buena</td>
</tr>
<tr>
<td>months! I hope you are fine. I</td>
<td>idea!</td>
</tr>
<tr>
<td>am fine but busy now. I began</td>
<td>Yo voy a la universidad los</td>
</tr>
<tr>
<td>learning a new language last</td>
<td>martes y jueves. El sábado</td>
</tr>
<tr>
<td>Monday and it is very difficult!</td>
<td>patino sobre hielo y el domingo</td>
</tr>
<tr>
<td>Are you studying? What do you do</td>
<td>ando a caballo con mis amigos.</td>
</tr>
<tr>
<td>on Saturdays and Sundays?</td>
<td>¿Qué pasatiempos tienes ahora?</td>
</tr>
<tr>
<td>Love,</td>
<td>Besos,</td>
</tr>
<tr>
<td>Susan</td>
<td>Sofía</td>
</tr>
</tbody>
</table>
2. Draw two columns on the board and write the headings *Inglés* and *Español*. Ask students to tell you their observations as you list them on the board under the correct heading. For example:

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1342 Main Street</td>
<td>• Avenida De los Pájaros 345</td>
</tr>
<tr>
<td>• Anytown, VA 22879</td>
<td>(number after the name of the street)</td>
</tr>
<tr>
<td>• August 3rd, 2020</td>
<td>• Palermo, Santo Domingo (12344)</td>
</tr>
<tr>
<td>• …last Monday…</td>
<td>(Zip code in parentheses)</td>
</tr>
<tr>
<td></td>
<td>• 20 de septiembre de 2020</td>
</tr>
<tr>
<td></td>
<td>(no commas, months without capital letters)</td>
</tr>
<tr>
<td></td>
<td>• martes, jueves, sábados y domingos</td>
</tr>
<tr>
<td></td>
<td>(days without capital letters)</td>
</tr>
</tbody>
</table>

3. Keep the list on the board for the following *Engage and Explore* activity.

![Clock icon] [4 ticks] Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

**Engage and Explore**

**Special Delivery**

Prepare Ahead:
- Fold the slips of paper with students’ names and place them in the container.
- Use the envelopes for this activity.

1. Explain that each learner will write a letter to a classmate—her pen pal—without letting her know who the author is. The body of the letter should be at least five sentences and include a description of her personal background (birthplace, family, and favorite activities), a salutation with the recipient’s name, and a closing.

   *This would be an ideal opportunity to introduce the term amigo por correspondencia.*

2. Pass around the container and have each student select a slip of paper, keeping his pen pal’s name secret.

(Lesson continues on next page)
Unit 2, Lesson 4, Part A (continued)

3. Learners should then write their letters, using information from Step 1 and guidelines from the previous Jump Start activity.

4. After everyone has finished, distribute an envelope to each learner and have her fold her letter, place it in the envelope, and seal it. Students should then write Para [pen pal’s name] on the envelope.

5. Collect the envelopes for use during the following Assessment activity.

Assessment

Pen-Pal Patter

1. Deliver the letters from the previous Engage and Explore activity to the students whose names are on the envelopes.

2. Allow time for students to read their letters and think of two questions to ask in response to the letters they received. Learners should then write their questions on a sheet of paper.

3. After students share a sentence from their letter and a question with the class, collect letters and questions to evaluate.
Unit 2, Lesson 4, Part B
Care Packages

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write letters that propose the delivery of donations to organizations.
• Discuss their ideas about community service with classmates.

Materials:
Brochures and Internet printouts of information about local organizations that accept packages of donated items

Focus and Motivate
Delivering Hope

1. Lead a discussion about local community outreach campaigns that benefit organizations such as literacy programs, animal shelters, food pantries, and clothing donation centers.

2. Ask questions about the types of items that are collected and delivered in packages to these organizations; for example, books, bedding, food, and clothing. Write students’ input on the board and mention that they will be using this information in the following Learning for Life activity.

Bloom’s Taxonomy: Application
Multiple Intelligences: Naturalist
Learning for Life
Writing for a Cause

Prepare Ahead:
• Have brochures and printouts available for each group.

1. Continue the earlier Focus and Motivate discussion by letting students know that they will work in small groups to write letters. In their correspondence, they should propose that their class sponsor school-wide collection drives to benefit local organizations. The letters should state that students would gather donations into packages and deliver them to the organizations.

2. Divide the class into groups of three students. Assign an organization and distribute its respective material to each group.

3. Advise learners to address their group letters to the class and include the location of the organization, when it was founded, and how it helps the community. Students should also list items to be collected for the packages.

4. Have students keep their letters to read aloud during the following Assessment activity.

Assessment
Proposing Help

1. Inform students that they should each be prepared to read a portion of their group’s letter. Advise your learners that they may be called upon to answer questions their classmates might have.

2. Encourage learners to participate in the discussion that will occur after all proposals have been presented.

3. After the discussion, have students vote for one organization. If time permits, encourage learners to justify their decision.

4. Collect letters and evaluate.

Word of the Day:
el paquete
Unit 2, Lesson 4, Part C
Whose Package?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the terms paquete incorrecto and devolver to describe a problem and provide a logical solution.
• Perform a script for an audience of their peers.

Materials:
   Slips of paper; two per student

Jump Start
What’s in the Package?

Prepare Ahead:
• Use the slips of paper for this activity.

1. Begin the activity by brainstorming ideas of objects that can be sent in a package. Write students’ answers on the board, which may include the following:
   celulares   fotos   libros   linterna   ropa   sombrero   zapatos

2. Give each student two slips of paper, and instruct him to copy the name of one of the objects on the board onto each slip. Both slips need to be identical in content, and as specific as possible; for example, un libro de Jorge Luis Borges, una linterna de plástico.

3. Collect one slip of paper from each student and have your learners keep the other slip. Save the slips you collected for the following Extending the Text activity.

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

Extending the Text
Package Mix-Up

Prepare Ahead:
• Students should have the slip of paper they saved from the previous Jump Start activity for this session.
• Use the slips of paper you collected for this activity.

1. Divide the class into pairs of students and explain that they will be writing a dialogue about packages. Inform partners that the slip of paper they kept from the previous Jump Start activity represents an item they were expecting to be delivered.
2. Students should then select a slip of paper from those that you collected earlier. This second slip represents an item that was incorrectly delivered to them.

3. In their dialogues, pairs should include the following information: the name of the item they expected to be delivered, how they hoped to use that item, the name of the item they actually received, and what they are going to do with this item. For example:
   Alumno A: ¡El cartero me entregó el paquete incorrecto!
   Alumno B: ¡A mí también! Yo compré una linterna porque quería acampar esta noche.
   ¡Pero esto es una camiseta!
   Alumno A: ¿La vas a devolver?
   Alumno B: No creo. Necesito una camiseta para el concierto de mañana. ¿Y tú?
   Alumno A: Yo compré un libro que quería leer. ¡Pero esto es una pintura!
   Alumno B: ¿La vas a devolver?
   Alumno B: No creo. ¡Me gusta!

4. Allow time for partners to write their dialogues and rehearse them in preparation for the following **Assessment** activity.

   ![Clock icon]   Bloom’s Taxonomy: Synthesis
   Multiple Intelligences: Intrapersonal

**Assessment**

**Creative Solutions**

1. Have pairs of students take turns performing the dialogues they developed during the previous **Extending the Text** activity.

2. When all are finished, lead a discussion about the ways in which students chose to handle their dilemmas of incorrectly delivered packages.

   *You may wish to have students vote on the most creative solutions to these dilemmas.*

3. Collect dialogues and evaluate.

   ![Clock icon]   Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic
Unit 2, Lesson 4, Part D

Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe photos or objects that represent environmental and postal vocabulary.
• Ask family members or friends about their daily commute and record the answers in Spanish.

Materials:
Photos and small objects representing Lesson terms
Large bag
List of vocabulary words from Lessons 3 and 4
List of interview questions; one copy per student

Classroom Community

In-Class Activity–Vocab Grab Bag

Prepare Ahead:
• Place photos and objects in the bag.
• Write vocabulary words from Lessons 3 and 4 on the board.

1. Ask your students to sit in a circle. Walk around the circle and let each student select an item from the bag.

2. Explain that, one by one, learners will create sentences containing the vocabulary word represented by the photo or object they are holding. Direct students’ attention to the vocabulary list on the board, and encourage them to use more than one Lesson term in their sentences.

3. At different times during the activity, ask a follow-up question to promote active listening by the audience. For example:
   Ana: Yo uso la linterna para explorar cuevas.
   Maestra: María, ¿para qué usa la linterna Ana?
   María: Ana usa la linterna para explorar cuevas.
   Maestra: ¿Por qué José?
   José: Porque no hay luz en las cuevas. Está oscuro.

4. After everyone has had a turn speaking, ask learners to return the items to the bag. If time permits, students may then select a new item and repeat Steps 2 and 3.
**Community Connection**

*Out-of-Class Activity–Family Interviews*

**Prepare Ahead:**
- Have photocopied interview questions available for each student (see Step 1).

1. Distribute lists of interview questions and review them with students:
   - ¿Cuál es tu nombre de pila?
   - ¿Cuál es tu apellido?
   - ¿A qué hora sales de casa para ir al trabajo?
   - ¿Hay luz o está oscuro cuando sales de casa para ir al trabajo?
   - ¿A qué hora regresas a tu casa?
   - ¿Hay luz o está oscuro cuando regresas a casa?

2. Explain that students should take their questions home and choose an adult family member or friend to interview (in their native language, if necessary). Advise students to write the answers to the questions in Spanish and bring them to the next class session.

3. After allowing time for students to read their answers to the class, collect papers and evaluate.
Unit 2, Lesson 4, Part E
Journal Activity–The Perfect Package

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about the details of a paquete they would like to send to a person they care about or admire.

Reflection
The Perfect Package

Challenge students to write, in their journals, about a package they might send to someone they care about or admire. Encourage learners to name the person they would send the package to (using a first and last name), identify the place where they would send it, and note items they would place in the package. Students should also include a reason why they would send something to this person.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Use fine-arts, travel, and sports vocabulary to answer questions about a passage after reading it silently and aloud.

**Materials:**
Copies of reading passages; one for each partner

**Extra Help**
*Read and Remember*

**Prepare Ahead:**

1. Divide the class into pairs of students and distribute the following passages (one to each partner):
   **Alumno A:**
   
   **Alumno B:**

2. Write the following questions on the board:
   - ¿Quién es el artista?
   - ¿Qué hace?
   - ¿Cuáles son sus obras famosas?
   - ¿De dónde saca sus ideas?
   - ¿Cuál es su pasatiempo?

   Have partners answer the questions while the listening peer writes the answers about the other artist on a sheet of paper. Circulate around the room and listen for correct pronunciation. Then, ask volunteers to share their answers with the class.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Form grammatically correct sentences with passive and active verb forms.

Materials:
Index cards

Extra Help
Scrambled Grammar

Prepare Ahead:
• Use index cards to create fragmented sentences that students will put back together.
For example:

Mi madre hizo una torta para mí.
La torta fue hecha por mi madre para mí.

See sample sentences in Step 6 for additional ideas.

• Fasten each set of cards together and separate sets according to active or passive verb forms.
Be sure there are enough sentences for each student to receive two sets of cards; one for active voice and one for passive voice.

1. Explain to your students that they are to help you unscramble two lines of words to form two complete sentences. Scramble sentences such as the following on the board:

Mi madre hizo una torta para mí.
La torta fue hecha por mi madre para mí.

2. Ask questions to assemble the sentences. Then, discuss the differences in meaning based on the verb constructions.

3. Explain that students should practice assembling their own sentences by arranging word cards. Distribute sets of index cards and have students form them into complete sentences.

4. Circulate around the room and, as each student completes her sentences, have her read the ordered cards to you. Then, ask the student to write her sentences on the board (taking her cards, if necessary).

5. After all learners have read their sentences to you and written them on the board, lead a discussion about sentence meaning as it relates to the active or passive verb form used.

6. Conclude the activity with a choral reading of the sentences. Examples of sentences are:

Andrea López escribió este libro.
Este libro fue escrito por Andrea López.

Ingenieros italianos diseñaron este carro.
Este carro fue diseñado por ingenieros italianos.

Juan Vázquez diseñó estos zapatos para niños.
Estos zapatos fueron diseñados por Juan Vázquez para niños.

Amalia Rodríguez pintó esta pintura.
Esta pintura fue pintada por Amalia Rodríguez.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Read scripted lines for the role of a reporter or sports enthusiast with a focus on speaking expressively to a fellow actor.

Materials:
Interview scripts; one per student

Extra Help
Speaking of Sports

Prepare Ahead:
• Have a script available for each student (see Step 2).

1. Explain to students that they will be working in pairs to perform a script about a reporter interviewing someone who enjoys playing multiple sports.

2. Distribute a script to each student and divide the class into pairs. After partners decide which role each will play, they should read through their lines for comprehension.
Interview script:
Alumno 1: Hola. Gracias por hablar conmigo. ¿Cómo se llama?
Alumno 2: Me llamo____.
Alumno 1: ¿Qué deportes te gusta jugar?
Alumno 2: Me gusta jugar al béisbol, básquetbol y al hockey. También me gustan las carreras.
Alumno 1: ¿Por qué juegos al béisbol?
Alumno 2: Porque me gusta correr y agarrar la pelota.
Alumno 1: ¿Y por qué te gusta el básquetbol?
Alumno 2: Porque mis amigos y yo jugamos juntos.
Alumno 1: ¿Ganó el campeonato tu equipo?
Alumno 2: Sí, ¡ganamos el campeonato!
Alumno 1: ¡Felicitaciones!
Alumno 2: ¡Gracias!
Alumno 1: ¿Por qué juegas al hockey?
Alumno 2: Porque me gusta patinar sobre hielo.
Alumno 1: ¿Ganó tu equipo ayer?
Alumno 2: No, perdimos porque el mejor jugador se lastimó la rodilla.
Alumno 1: ¿Qué tipo de carreras te gustan?
Alumno 2: Me gustan las carreras de carros porque puedo manejar rápido. Pero también me gusta ver carreras de caballo.
Alumno 1: Gracias de nuevo por hablar conmigo.
Alumno 2: De nada.

3. Allow time for learners to rehearse. Advise the actors to focus on speaking their lines with expression.

4. Partners will then, in turn, perform their dialogues for the class, using their scripts as needed. Note the use of expressive speaking in each performance.
### Unit 3

#### Welcome Home!

| Grammar & Usage: Commas, Commas in Complex Sentences | 117 |
| Lesson 1a: Moving Day | 118 |
| Lesson 1b: Sharing Rooms | 122 |
| Lesson 1c: The Neighborly Way | 124 |
| Lesson 1d: Journal Activity–Moving Abroad | 126 |
| Lesson 1e: International Cultural Activity–Neighboring Nations | 127 |
| Grammar & Usage: Complex Sentences with Aunque and De todos modos, Ongoing Actions in the Past | 129 |
| Lesson 2a: Building Language | 130 |
| Lesson 2b: Home Improvements | 134 |
| Lesson 2c: Untangling Until | 138 |
| Lesson 2d: Review | 140 |
| Lesson 2e: Journal Activity–Repairs and Replacements | 142 |
| Grammar & Usage: Estar por and Acabar de as Time Sequencers, Using Preferir | 143 |
| Lesson 3a: Toy Talk | 144 |
| Lesson 3b: The Order of Things | 146 |
| Lesson 3c: Preferences and Feelings | 148 |
| Lesson 3d: Journal Activity–Expect the Unexpected | 150 |
| Lesson 3e: Latin American Cultural Activity–Neighbors Who Share | 151 |
| Grammar & Usage: Imperative Form in Complex Sentences, Tone of Voice in Imperatives | 152 |
| Lesson 4a: Words Around Town | 154 |
| Lesson 4b: Look and Learn | 158 |
| Lesson 4c: Travel Talk | 160 |
| Lesson 4d: Review | 162 |
| Lesson 4e: Journal Activity–Safe Traveling | 164 |
| Lesson 5a: Focused Activity–Past and Present Grammar | 166 |
| Lesson 5b: Focused Activity–Reading a Script | 168 |
| Lesson 5c: Focused Activity–Listen to the Details | 170 |
Unit 3: Welcome Home!

Introduction to Unit 3

Many Lesson activities in this Unit concentrate on home-environment language skills and vocabulary. Your students will write, discuss, role-play, and read about household items, indoor and outdoor repairs, building and repair professionals such as electricians and plumbers, neighbors, and even moving from one home to another. Complex assignments—such as writing and illustrating a children’s book and researching facts about the similarities among Latin American countries—are now realistic for learners’ skill levels, and such project-based activities comprise much of each class session. Class discussions are frequent and challenge learners to contribute their own conclusions and knowledge—and, often, to expand upon these in writing.

Teaching Unit 3

Now that your students are decidedly on their way to well-rounded proficiency in reading and communicating in Spanish, you have much greater flexibility in terms of the vocabulary and sentence construction you can use in the classroom. Activities in the Teacher’s Guide are now geared toward motivating learners to feel confident using their new language in situations that only a short while ago might have seemed daunting. In Unit 3, for example, you will guide your students through group and independent projects focusing on neighbors, home improvements, and road safety.

Lesson 1a: Moving Day
Using a diagram of the layout of a house, your students will illustrate how they would furnish rooms in their two-dimensional homes, and then will describe and compare their arrangements using spatial prepositions and household terms. Learners will also discuss the concepts of visiting versus moving and write their recollections of moving from one home to another.

Lesson 1b: Sharing Rooms
Get students involved in a guessing game while they use new vocabulary to describe colorful pictures of different rooms. Then, students will write and read aloud a description of a room while you encourage the rest of the class to find the picture that matches the description.

Lesson 1c: The Neighborly Way
As partners interview each other about their respective neighbors at home, they will gain valuable experience formulating and asking questions with a specific informational goal in mind. Next, students will use the detailed notes they took during the interviews as they write about their partners’ neighbors.

Lesson 1d: Journal Activity—Moving Abroad
Today, your students will imagine moving to a Latin American country. Learners will then write about the experiences and landscapes they will enjoy in their new home.

Lesson 1e: International Cultural Activity—Neighboring Nations
Pairs of students go hand in hand with pairs of countries in this Lesson that spans the globe. Today, partners research and present facts about two neighboring countries that share geographic borders. Of particular note in their findings are facts that can be compared, such as population, terrain, products, and so on.

Lesson 2a: Building Language
This multi-purpose Lesson offers valuable practice in speaking and writing using household and home-building vocabulary. Your students will write dialogues about the different problems they may encounter at home and suggest possible solutions. Then, students will perform their dialogues.

Lesson 2b: Home Improvements
Today, your students will have fun playing the role of a repair person who needs help remembering the names of tools. This activity is sure to engage your students as they use home-repair vocabulary to solve household problems in conversations about home fixtures, tools, and techniques.

Lesson 2c: Untangling Until
The term hasta is underscored in this Lesson, as students use hasta when answering queries about their after-school routines and as a key word in the children’s books they write, illustrate, and perhaps read aloud to younger learners.

Lesson 2d: Review
An in-class writing assignment provides an opportunity for learners to review past and present verb tenses. Outside of class, students will keep track of their activities for one day and record them in a timetable, and then they will interview another person and record his activities for the day.
Lesson 2e: Journal Activity—Repairs and Replacements
Today, students will use the word dañado to describe, in their journals, the sequence of events that ensued when someone repaired or replaced something that was damaged at their house.

Lesson 3a: Toy Talk
Shopping time! Your students will discuss the most suitable birthday gift for their younger sibling as they play the roles of clerks and customers in a toy store and speak about purchasing presents. This Lesson also challenges learners in the important real-world skills of budgeting and calculating prices.

Lesson 3b: The Order of Things
Humor is in order today! Learners will create original comic strips—with captions and illustrations—to demonstrate that they can successfully place the steps of an event in sequential order.

Lesson 3c: Preferences and Feelings
Encourage your students to use their ever-expanding Spanish vocabulary to express their feelings and preferences in writing and when talking with others. Today, learners will use terms such as sorprendido, avergonzado, and preocupado to discuss their experiences with surprise parties. Then, learners will write and perform a dialogue about planning a surprise party for you.

Lesson 3d: Journal Activity—Expect the Unexpected
Everyone has felt embarrassed, surprised, or worried at some time in her life. Learners will have a chance to write about their own such experiences during today’s journal-writing activity.

Lesson 3e: Latin American Cultural Activity—Neighbors Who Share
In this Lesson, your students will expand their knowledge of Latin American countries as they focus on the characteristics that Latin American countries share. Learners will prepare and present reports about the customs, food, currencies, and types of governments that two countries have in common.

Lesson 4a: Words Around Town
Roadway, traffic, and navigational terms are highlighted today as pairs of students design the layout of a small town and label its landmarks, streets, and other features. The designs will serve as focal points when classmates later query and respond to each other about directions and locations.

Lesson 4b: Look and Learn
In this Lesson, learners practice the art of observation by describing objects in various environments. Your students will then use descriptive vocabulary as they write dialogues with the verb mirar to draw others’ attention to different situations.

Lesson 4c: Travel Talk
What do the terms llanta desinflada, mecánico, semáforo, and túnel have in common? Your students will find out when they use these and other traffic, travel, and automotive terms in a story they write during today’s class period. You will guide your class in a discussion of all the stories after learners read them aloud.

Lesson 4d: Review
The practical concerns of road safety and drivers and pedestrians’ appropriate behavior are highlighted in this Review Lesson. After a discussion about safe traveling and road signs, groups of students will collaborate to write and illustrate several rules of the road. Students will also list the safe road behaviors of their family members and neighbors.

Lesson 4e: Journal Activity—Safe Traveling
Ask your students today to write in their journals about safe behaviors to use when traveling around town.

Lesson 5a: Focused Activity—Past and Present Grammar
In this extra-help exercise, learners will use sentences with present progressive verb forms to assist them in completing sentences that require simple past verb forms. This provides a good opportunity to contrast the two sentence types in terms of time frames and time-related clues.

Lesson 5b: Focused Activity—Reading a Script
A script about a store employee helping customers solve problems offers the framework for this activity, in which students practice reading aloud and answering questions about the characters and content of the dialogue.

Lesson 5c: Focused Activity—Listen to the Details
In this new twist on an old classroom favorite, you will read a story aloud as students follow along with their own copy of the story. Next, with an incomplete version of the story in hand, learners must listen carefully and fill in the missing words as you read the story again.
Grammar & Usage
Unit 3, Lesson 1

Commas
Remind your students that a comma is used to divide parts of a sentence or phrase.
A comma divides the clauses of compound sentences.
Está oscuro, pero tenemos linternas.

A comma divides items in a series.
Sus pinturas están en museos de arte en Colombia, Argentina y México.
Visitó catedrales, palacios y ruinas famosas.

Note that in Spanish there is no need for a comma before the conjunction and last item in a series.
Para ir al supermercado camine por un kilómetro, doble a la derecha y camine por un kilómetro más.
Ellos acaban de comprar una televisión, una laptop y muchas películas.

However, a comma separates a series from a new action.
El comió una ensalada, pasta y mariscos, y pagó la cuenta.
Ellos compraron pan, huevos, leche y café, y regresaron del supermercado.

A comma also divides essential parts of a sentence from nonessential parts, such as introductory phrases and polite tags.
Sí, puse las cajas en el armario.
Mamá, ¿puedo jugar con el vecino?
Lo siento, estoy ocupado. Tengo que trabajar.
Disculpe, tengo una pregunta.
Cuelga tu camisa en el armario, por favor.
Aquí tiene, señor Pérez.
Esa pizza está rica, gracias.

Commas in Complex Sentences
Explain to your learners that complex sentences include both an independent clause and a dependent clause. An independent clause can stand alone as a sentence, but a dependent clause cannot.
Extraño a mi perro [independent clause] porque se perdió [dependent clause].

If the dependent clause comes first, a comma separates the two clauses.
Mientras esperábamos mudarnos a nuestra casa nueva, empacábamos todos los días.
Cuando ella viaja, lleva muchas maletas.
Después de irme de Japón, fui a la India.

No comma is needed if the dependent clause comes second.
El se acordó de cerrar la puerta cuando sacó la basura.
¿Te lastimaste el codo mientras jugabas al béisbol?
Unit 3, Lesson 1, Part A
Moving Day

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Describe in detail the arrangement of furnishings in rooms they have designed, using spatial prepositions and household vocabulary.
• Write about the experience of moving from one location to another, using the term mudarse.

Materials:
Copies of sentences about moving and visiting; one per student
Large sheets of paper; one per student
Drawing materials

Skill Sharpener
Visiting versus Moving

Prepare Ahead:
• Develop sentences that imply the actions of visiting or moving (see Step 2). Have these available for each student.

1. Begin the activity with a brief discussion about the differences between visiting places, relatives, or friends and moving to a new location.

2. After writing the words mudándose and visitando on the board, distribute sentences such as the following to each student:
   Abigail mete su cámara y su guía del viajero en su mochila.
   Nicolás empaca la vajilla.
   Alicia desempaca su maleta en el hotel.
   Andrea y Luis cuelgan una pintura en su nueva sala de estar.
   Laura y Guillermo se encuentran con sus nuevos vecinos.
Instruct learners to read each sentence and write either mudándose or visitando beside each one.

3. Ask volunteers to choose one sentence to read and state whether the subjects are moving or visiting. Bring the rest of the class into conversations about the sentences by asking for reasons why the subjects are either visiting or moving.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Extending the Text

**Drawing and Describing Layouts**

**Prepare Ahead:**
- Have a copy of the vocabulary list (see Step 2) available for each student.
- Use the large sheets of paper and drawing materials for this activity.

1. Brainstorm with students to name as many household rooms as they can remember (*sala de estar, baño, comedor, dormitorio, cocina*). Write these words on the board.

2. Distribute a copy of the following vocabulary list to each student:
   - alacena  biblioteca  computadora  mesa  radio  sofá
   - alfombra  cama  cubo de la basura  piano  reloj  teléfono
   - armario  chimenea  lámpara  pintura  silla  televisión

3. Have students imagine that they have just moved from a small apartment to a big house. Advise your learners that their task will be to assign the items on their vocabulary list to the rooms in their new house.

4. On the board, draw a house diagram similar to the one depicted above. Distribute paper and drawing materials to each learner, and have her draw a similar diagram. Students should then label the rooms in their diagram, using the list on the board for guidance.

5. Direct your learners to match the items on their list to the rooms in their house by writing vocabulary terms in the appropriate areas. Students should then prepare to present their house diagram to the class and describe the location and arrangement of their household items. Encourage students to use terms such as *colgar* and *arriba* in their descriptions, for example:
   - Colgamos la pintura arriba de la mesa porque nos gusta verla mientras comemos.
   - El sofá está en la sala de estar porque nos gusta sentarnos con nuestros amigos a leer.
   - La lámpara está al lado del sofá porque también nos gusta leer por las tardes.
   - La televisión está en el comedor porque nos gusta mirarla mientras comemos.
   - La radio está en el dormitorio porque nos gusta escuchar música antes de dormir.
   - La cama está en el dormitorio porque allí dormiremos.

6. Conclude the activity by having students take turns describing their diagrams to their peers.

*Bloom’s Taxonomy: Synthesis*

*Multiple Intelligences: Visual-Spatial*

*(Lesson continues on next page)*
Assessment

A Moving Experience

1. Ask students to write at least two paragraphs about their own experiences with moving from one location to another. Students should include details such as the names of the old and new locations, the ways in which their families prepared for the move, and their specific responsibilities (packing clothes from their closet, unpacking books for their bookshelf, and so on).

2. After several volunteers read their entries to the class, collect paragraphs and evaluate.

For students who have not experienced moving from one place to another, have them write two paragraphs about an imaginary moving experience, or equivalent, incorporating the details listed in Step 1. Students may recount a time when they moved from one room of the house to another, or when they assisted someone else to move (a grandparent or a friend).

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal
Vocabulary Taught or Reviewed:
la alacena
el armario
el balcón
el baño
la biblioteca
la chimenea
la cocina
colgar (o>ue)
debajo
del dormitorio
el escritorio
el reloj
la sala de estar
sobre

Unit 3, Lesson 1, Part B
Sharing Rooms

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe the location of classroom objects.
• Discuss and write about the details of household rooms.

Materials:
Images of furnished household rooms; five per group

Focus and Motivate
Above and Under

1. Explain to your students that you will be naming various items in the classroom, one at a time. As you say each item, call on a volunteer to describe its position. For example:
   Maestra: el abrigo de Juan
   Alumno 1: El abrigo de Juan está sobre su silla.
   Maestra: el escritorio de la maestra
   Alumno 2: El escritorio de la maestra está debajo de la ventana.
   Maestra: el reloj
   Alumno 3: El reloj está sobre la puerta.

2. Continue as time permits, or until all students have had a turn to describe an item.

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

Picture This

Prepare Ahead:

• Use the images of household rooms for this activity.

1. Display one or two pictures, and explain to your learners that they will be describing rooms such as these to their peers.

2. Divide the class into groups of four students, and distribute five images (face down) to each group. Every student should then select a picture without showing the group. Advise your groups to save their fifth picture for use later in the activity.

3. Students should then take turns describing their picture to their group mates, using vocabulary learned in this Lesson and previous Lessons. Encourage students to be as detailed as possible, to offer others the best opportunity to guess the rooms they are describing.

4. After all have described and identified the first four pictures, allow time for each group to discuss its fifth image. Groups should work together to write a four-sentence (minimum) description of the room and its contents. Challenge students to be as detailed as possible, since others will be guessing their room, based on their description, in the following Assessment activity. Advise learners that all members of each group will participate in the readings.

5. When everyone is finished, collect all five images from each group.

Assessment

That’s the Picture!

1. As each group prepares to read its room description to the class, display the images collected in the previous Engage and Explore activity.

2. After a group reads its sentences, have the audience select the image that matches the description. Encourage question-and-answer conversations about the rooms.

3. Conclude the activity by collecting descriptions for evaluation.

Bloom’s Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Bloom’s Taxonomy: Application

Multiple Intelligences: Visual-Spatial
Unit 3, Lesson 1, Part C
The Neighborly Way

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Ask and answer questions about vecinos.
• Write about vecinos, using information from their peers.

Materials:
List of Lesson vocabulary
Index cards; three per student
Copies of interview questions; two sets per group

Quick-Start Review
Five-Minute Writing

Prepare Ahead:
• Compose vocabulary cards by writing one word on each index card. Use the list of Lesson terms provided in Step 1 as a resource.

1. Explain to students that they will create sentences using Lesson vocabulary:
   alacena antipáticos biblioteca chimeneas extrañar
   alacenas armario bibliotecas colgando mudar
   amable armarios cajón colgar mudó
   amables balcón cajones cuelga vecino
   antipático balcones chimenea extraña vecinos

2. Distribute three index cards, face down, to each student. Advise learners to wait for your signal to turn their cards over.

3. When everyone has received their cards, cue students to turn their cards over, read each word, and compose a sentence using that term. Learners may write their sentence on the vocabulary card.

4. After allowing five minutes for students to complete their task, ask them to select one sentence to read to the class.

5. Conclude the activity after everyone has taken a turn reading aloud.

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
**Learning for Life**  
*Speaking of Neighbors*

**Prepare Ahead:**
- Have sets of interview questions available for each pair of students (see Step 1).

1. Briefly discuss, as a class, the definition of vecino. Then divide the class into pairs of students. Distribute two different sets of three questions that students can ask each other about their neighbors. Include questions about where their neighbors live (beside, above, behind), what their neighbors do, and the qualities that make these people nice neighbors. Also include questions for your students about neighbors who have the same interests as they do, neighbors who have different ways of doing things, and the tasks that students perform to help their neighbors. The questions can be similar to these examples:

   **Interview questions–Set 1**
   - ¿Dónde vive tu vecino? ¿Cerca de tu casa? ¿Arriba de tu casa? ¿Detrás de tu casa?
   - ¿Cuál es el trabajo de tu vecino?
   - ¿Qué haces con tu vecino?

   **Interview questions–Set 2**
   - ¿Tus vecinos son diferentes a ti?
   - ¿Qué pasatiempos compartes con tus vecinos?
   - ¿Cómo ayudas a tus vecinos?

2. Explain that partners should interview each other as such: Partner A asks Partner B her three questions and records his answers. Partner B then asks Partner A his three questions and notes her responses. Circulate around the room to monitor question-and-answer sessions and to ensure that everyone is taking notes.

3. Advise students to keep their interview notes to use in the following **Assessment** activity.

**Assessment**

*Writing About Neighbors*

1. Have students use their interview notes from the previous **Learning for Life** activity to write a three- to five-sentence paragraph, based on the information their partners shared.

2. When everyone is finished writing, ask partners to regroup and read their paragraphs to each other. If time permits, ask several volunteers to read their entries to the class.

3. Collect paragraphs for evaluation.
Unit 3, Lesson 1, Part D
Journal Activity–Moving Abroad

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe, in writing, the experience of moving to a Latin American country.

Being Creative
Moving Abroad

1. Ask students to imagine they are moving to a Latin American country. Have your learners write about their preparations before they move.

2. Encourage students to comment on what they might miss about the country they are leaving, and what they expect to like about their new Latin American home. Learners should also include a brief description of the landscape and surroundings they are hoping to see.
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use their understanding of the word vecino to read information, complete a worksheet, and speak to peers about countries that share a border.

Materials:
World map
Worksheets; one per pair of students
Resources with information about target countries (textbooks, magazines, Internet printouts)

Connecting to Culture
Neighboring Nations

Prepare Ahead:
• Choose pairs of Latin American countries that share a border (one pair of countries per pair of students), and create a worksheet for each group (see Step 3).

1. Begin the activity by displaying the world map. Point to a country and identify vecinos—the countries that share its borders.

2. Open a brief discussion about the necessary information for reports on these countries. Include details about population, terrain, landmarks, businesses, products, and cities. List, on the board, the types of questions that students might have. For example:
   ¿Cuántos habitantes viven en el país?
   ¿Cómo es el lugar? ¿Hay montañas, desiertos, cascadas, ríos o cuevas?
   ¿Qué catedrales, castillos, ruinas o palacios hay allí?
   ¿Qué tiendas, oficinas o fábricas tienen?
   ¿Qué frutas y verduras venden?
   ¿Cuáles son algunas de las grandes ciudades del país?
   ¿Cuál es la capital del país?

Take this opportunity to introduce the terms capital del país and habitantes and explain their meanings.

(Lesson continues on next page)
3. Divide the class into pairs of students. Explain that each pair will prepare and present reports about two neighboring countries, using a worksheet such as the following for information:

<table>
<thead>
<tr>
<th>Vecinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>México</td>
</tr>
<tr>
<td>1) ____________</td>
</tr>
<tr>
<td>2) ____________</td>
</tr>
<tr>
<td>3) ____________</td>
</tr>
<tr>
<td>4) ____________</td>
</tr>
<tr>
<td>5) ____________</td>
</tr>
<tr>
<td>6) ____________</td>
</tr>
</tbody>
</table>

4. Distribute a worksheet to each pair, and direct partners to select six points from the class list on the board to be the topics for both of their reports. Learners should then conduct their research, using print and Internet resources.

5. After students have completed their worksheets, allow time for partners to rehearse their lines to prepare for the upcoming presentations. Learners should also review their reports for neighboring-country topics that can be compared (population, terrain).

6. Partners should then, in turn, present their countries to the class, using the world map as a visual aid. After each student reads the facts about his country, ask one or two questions that compare the neighboring countries. For example:
   ¿Qué país tiene más habitantes?
   ¿Cómo es el lugar? ¿Hay montañas en estos países?

7. After all learners have presented their information, conclude the activity by answering questions and reviewing the similarities shared by the neighboring countries.

8. Collect worksheets for evaluation, and then display them in the classroom for all to read.

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

**Unit 3, Lesson 2**

**Complex Sentences with *Aunque* and *De todos modos***

Demonstrate to your students that *aunque* and *de todos modos* can resolve inconsistent ideas within a sentence.

- Aunque estoy enfermo, de todos modos, tengo que ir a la escuela.

The sentence implies that a sick person usually does not go to school, but this is a special circumstance.

Explain that the example above is a complex sentence with two clauses. The dependent clause comes first and indicates the circumstance. It begins with *aunque*. The independent clause describes the unexpected result. This clause may begin or end with *de todos modos*.

- Aunque no me gusta el morado, me lo pondré de todos modos.
- Aunque no terminé de leer este libro, de todos modos, lo devolveré a la biblioteca.

**Ongoing Actions in the Past**

Point out to learners that the following sentence implies an action that was ongoing in the past.

- Cuando era niña, yo tomaba el autobús a la escuela.

In the case above, the speaker probably rode the bus regularly. This usage typically indicates a continuous past action.

Remind learners to make this aspect clear by using *the imperfect of the indicative* to indicate that the action was continual, habitual in nature, an action without a definite beginning or end, or something someone always or often did.

- Cuando vivíamos en París, andábamos en bicicleta todos los días.
- Ella jugaba al fútbol allí.
- Trabajábamos en la misma oficina.

In conjunction with *mientras*, the imperfect tense may be used to describe what was happening (in progress) when another action took place.

- Se lastimó la rodilla mientras jugaba al básquetbol.

It may also describe simultaneous events.

- Mientras esperábamos por el autobús, ella hablaba por teléfono.
- Ella leía mientras su esposo miraba televisión.

Remind students that the imperfect tense is also used with background information and details about location, weather, time, mood, age, or physical and mental characteristics.

- Tenía siete años cuando fui a España.
- Teníamos frío y estábamos cansados.
- Eran las siete de la noche y llovía cuando llegó a su casa.
Unit 3, Lesson 2, Part A
Building Language

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Read household vocabulary words and match them to sentences that describe them.
• Write scripts about household problems and possible solutions.

Materials:
- List of vocabulary sentences; one per group
- Sample script; two copies

Jump Start

Household Hints

Prepare Ahead:
- **Have copies of vocabulary sentences available for each group (see Step 2).**

1. Write the following vocabulary words on the board:
   alfombra    escoba    ladrillos
   cable       grifo     trapeador

2. Divide the class into small groups and distribute a copy of these sentences to each group:
   - Estoy usando algo para limpiar el piso porque está mojado.
   - Estoy usando algo para limpiar el piso cuando está seco.
   - Estoy usando algo para poder usar el agua.
   - Estoy usando algo para construir paredes.

3. Explain to your students that they will be matching a word on the board with the sentence that describes it. Draw attention to the fact that only four of the six words will be used.

4. When all groups have finished, review the answers as a class.

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

Vocabulary
Taught or
Reviewed:
la alfombra
el cable
cerrar con llave
el cubo
la escoba
el grifo
el ladrillo
la tabla
etecho
et tomacorriente
el trapeador
et tubo
Extending the Text

Solving Problems

Prepare Ahead:
• Have two copies of the sample script available (see Step 3).

1. Divide the class into pairs of students and have them discuss household problems that might occur. For example:
   - Hay agua en el piso del baño.
   - La lámpara de la sala de estar no enciende.
   Partners should then list these dilemmas on a sheet of paper.

2. Explain to the partners that they will be working together to write a script about one of the household problems they listed in Step 1. Each pair will be performing the roles of a homeowner and a repair person in the dialogue. Advise learners that each character must speak at least five lines. Students should also address the following topics in their dialogue: how the repair person is going to help, what elements or tools are needed, and how the problem will be solved.

3. Ask two volunteers to read the following sample script:
   Alumno A:  Buenos días.
   Alumno B:  Buenos días. ¡Gracias por venir!
   Alumno A:  De nada. ¿Qué pasó?
   Alumno B:  Hay agua en el piso del baño.
   Alumno A:  ¿Dónde está el baño?
   Alumno B:  Sígame.
   Alumno A:  ¡Es peligroso caminar por aquí!
   Alumno B:  ¡Sí! ¿Qué cree que pasó?
   Alumno A:  Los tubos están dañados. Hay que cambiarlos.
   Alumno B:  ¿Qué necesitamos para repararlos?
   Alumno B:  ¡Esa es una buena idea! ¿Cuándo regresará a reparar los tubos?
   Alumno A:  Regresaré el martes por la mañana.
   Alumno B:  ¡Adiós!
   Alumno A:  ¡Adiós!

(Lesson continues on next page)
Unit 3, Lesson 2, Part A (continued)

4. Write the following words on the board, and encourage students to use these terms in their scripts: cable, cambiar, dañado, electricidad, gotear, grifo, techo, tomacorriente, tubo.

5. Allow time for partners to compose their dialogues. When all are finished, have students rehearse the scripts in preparation for performances during the following Assessment activity. Circulate around the room to help students with pronunciation.

Assessment
Helping Hands

1. Have students use the scripts they wrote in the previous Extending the Text activity to perform the dialogues they created.

2. Collect scripts for evaluation.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 2, Part B
Home Improvements

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Identify home-repair vocabulary in the context of spoken sentences.
• Ask and answer questions of each other, using home-repair terms.

Materials:
Sample dialogue; two copies
Printed Examples 1 and 2; two copies
Course Content
Slips of paper; two per student
Container

Skill Sharpener
Building Sentences

1. Write the following Lesson vocabulary words on the board:
alicate  clavo  electricista  martillo  tornillo
  cable  dañado  gotear  plomero  tubo
  cambiar  destornillador  grifo  tijera  tubos
  cinta adhesiva  electricidad  llave  tomacorriente
  Review the list as a class, focusing on pronunciation.

2. Direct your students to choose eight words and write sentences containing these terms. Challenge
learners to be as creative as possible in their writing.

3. Call on students to read one of their sentences aloud, and continue until everyone has had a turn.

4. Keep the vocabulary list on the board, and advise students to retain their sentences for the following
Curriculum Connection activity.

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

**Finding Fix-It Words**

**Prepare Ahead:**

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

1. Divide the class into pairs of learners, and tell your students that they will be working together to write a brief dialogue (minimum six lines) between a store clerk and a repairperson.

2. Challenge each pair to discuss a household problem that a repairperson might have to deal with. Partners should then list the elements or tools that will be needed to solve the problem. Invite students to use the sentences they created in the previous Skill Sharpener activity, as well as the words on the board for ideas.

   *This may be an opportune time to introduce the words herramientas and bombilla.*

3. Before students begin writing their dialogues, mention that the repairperson does not remember the names of the tools and items to buy, so he must explain what he needs by describing their features or functions. The store clerk should then guess the object her customer is referring to by asking questions.

   As an example, read the following dialogue with a student:

   Vendedor: ¿Algo pequeño o grande?
   Cliente: Algo pequeño.
   Vendedor: ¿Un destornillador?
   Cliente: No, es más pequeño que un destornillador.
   Vendedor: ¿Un tornillo?
   Cliente: Sí. ¡Es un tornillo!

4. Allow time for students to write their scripts. Then ask each pair, in turn, to perform its dialogue for the class. Listen for correct pronunciation and, if time permits, have students switch roles for additional practice.

   **Bloom’s Taxonomy: Synthesis**
   **Multiple Intelligences: Interpersonal**

(Lesson continues on next page)
Assessment

Do-It-Yourself Q&A

Prepare Ahead:
- Make two copies of Examples 1 and 2 (see Steps 3 and 4).
- Using the Course Content as a source for vocabulary from this Lesson, write one word on each slip of paper (plural forms may be used and terms may be used more than once).
- Fold papers and place in the container.

1. Explain to students that they will be working in pairs to ask and answer questions of each other, using vocabulary words from this Lesson.

2. After dividing the class into pairs of students, pass around the container and have each learner select two slips of paper. Check to make sure that each pair has four different words.

3. One student in each pair should then ask a question that contains one of his words. His partner answers the question using the same word. Model the activity by asking two volunteers to read Example 1:
   - Alumno 1: ¿Puedes reparar los tubos?
   - Alumno 2: Sí, puedo reparar los tubos.

4. The second student asks a question of her partner, using one of her chosen words. The partner responds using the same term. Have the volunteers from Step 3 read Example 2:
   - Alumno 1: ¿Está dañado el radio?
   - Alumno 2: Sí, está dañado.

5. Have students repeat Steps 3 and 4, using their second word. If time permits, pass around the container again as students return their slips of paper and select two more.

6. Circulate around the room while partners are conversing, to listen for correct pronunciation, word use, meaning, and sentence structure.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 2, Part C
Untangling Until

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use the word hasta when responding to questions about their after-school routines.
• Write a brief story, using hasta and the simple past tense.

Materials:
- Sample storybook; one copy
- Copies of blank storybook pages; two per student
- Drawing materials
- Scissors
- Stapler

Skill Sharpener
Leisure-Time Talk

1. Lead a class discussion about your students’ after-school routines. Elicit practice of the word hasta by encouraging students to answer questions in ways such as:
   ¿Juegas al fútbol hasta las siete de la tarde?
   No, juego fútbol hasta las seis de la tarde.
   ¿Cenan juntos en tu familia?
   Sí, a nosotros nos gusta esperar hasta que mi papá llega de su trabajo.
   ¿Miras televisión?
   Sí, pero no miro televisión hasta que termino de estudiar.

2. Of the activities that are discussed, challenge students to classify them as either ruidoso or silencioso in preparation for the following Extending the Text activity.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Naturalist

Extending the Text
Creating Stories

Prepare Ahead:
- Assemble the sample storybook (see Appendix C).
- Have copies of the blank storybook pages for each student (see Appendix D).

1. Explain to students that they will work in pairs to write and illustrate a children’s book that begins with the following sentence:
   Todo estaba silencioso hasta que los niños llegaron a casa.
2. Display the sample storybook and read it to your students.

3. Have students organize themselves into pairs and allow time for them to write a draft of their story. Encourage learners to use the word **hasta** in at least one of their sentences.

4. As each group finishes its draft, distribute blank storybook pages and drawing materials so partners can work on their final copy and illustrations.

5. When students are ready to assemble their books, use the assembly instructions in **Appendix C** as a guide.

6. Advise students to retain their books for presentation during the following **Assessment** activity.

**Assessment**

**Sharing Stories**

1. Ask each pair of students, in turn, to present to the class the illustrated story they developed during the previous **Extending the Text** activity.

2. If the schedule allows, consider having your students read their books to younger learners.

3. After collecting books for evaluation, keep them available in your classroom for students’ enjoyment.

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**Bloom’s Taxonomy:** Synthesis

**Multiple Intelligences:** Interpersonal

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**Bloom’s Taxonomy:** Application

**Multiple Intelligences:** Verbal-Linguistic

---

**Word of the Day:** **hasta**
Unit 3, Lesson 2, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write and identify sentences in the present progressive tense and the simple past tense.
• Write answers to questions about the daily schedule of a family member or friend.

Materials:
Course Content
List of vocabulary words from Lessons 1 and 2; one per pair of students
List of interview questions; one per student

Classroom Community
In-Class Activity—Past and Present

Prepare Ahead:
• Make a list of vocabulary words from Lessons 1 and 2 (see Course Content), and have a copy for each pair of students.

1. Explain to students that they will be identifying sentences that state action that either happened in the past or is happening now. On the board, write sentences in the simple past or present progressive tenses, such as:
   Los lunes camino a la tienda.
   Ahora estoy caminando a la tienda.
   Ayer caminé a la tienda.
   Por las mañanas como un sándwich.
   Ahora estoy comiendo un sándwich.
   Ayer comí un sándwich.

2. Divide the class into pairs of learners and distribute vocabulary lists. Have your students each write a minimum of three sentences in the present progressive tense and three in the simple past tense.

3. When learners finish writing, they should choose two of their best sentences. Then, allowing others undisturbed time to complete their sentences, students should walk up quietly and write their sentences on the board. When everyone has completed the assignment, review by asking which sentences on the board refer to activities that happened in the past, and which are happening in the present. For example:
   Ahora la mujer está colgando algo hermoso de la pared. (¿Cuándo lo cuelga? ¿Ahora o en el pasado?)
   Ayer cerré la puerta de mi armario. (¿Cuándo la cerré?)

4. If time permits, have pairs choose two more sentences and repeat Step 3.
Community Connection
Out-of-Class Activity—What Did You Do Today?

Prepare Ahead:
• Write on the board the timetables mentioned in Step 1 and Step 3.
• Have photocopied interview questions available for each student (see Step 2).

1. Tell students that they are going to keep a timetable of their activities for one day, and then write sentences in the simple past tense describing what they did that day. Display the first example:
   Me bañé a las 6:30 de la mañana.
   Desayuné a las 7 de la mañana.
   Fui a la escuela a las 7:30 de la mañana.
   Almorcé a la 1 de la tarde.
   Salí de la escuela a las 3 de la tarde.
   Regresé a mi casa a las 3:30 de la tarde.
   Cené a las 8 de la noche.
   Miré televisión hasta las 10 de la noche.
   Fui a dormir a las 10:30 de la noche.

2. Distribute lists of interview questions and review them with students:
   ¿Cuándo te bañaste?
   ¿Cuándo desayunaste?
   ¿Cuándo fuiste al trabajo?
   ¿Cuándo almorzaste?
   ¿Cuándo regresaste a tu casa?
   ¿Cuándo fuiste a dormir?

3. Explain that students should take their questions home and choose an adult family member or friend to interview. (Students may ask questions in the language spoken at home, if necessary.) Instruct learners to write their answers in the simple past tense (in Spanish) and return them during the next class period. Display the second example:
   Mamá desayunó a las 6 de la mañana.
   Mamá se duchó a las 7 de la mañana.
   Mamá fue a trabajar a las 8 de la mañana.
   Mamá regresó a casa a las 5:30 de la tarde.
   Mamá cenó a las 6 de la tarde.
   Mamá se fue a dormir a las 11 de la noche.

4. During the next class session, have students present their personal timetable as well as the adult’s timetable. Discuss the ways they are the same and different. Collect papers and evaluate.
Unit 3, Lesson 2, Part E
Journal Activity–Repairs and Replacements

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use household terms to write about repairing or replacing something at their home that was damaged, using the word dañado.

Learning for Life
Repairs and Replacements

1. Ask students to use the term dañado to write about a time when they, a family member, or a friend repaired or replaced something that was damaged inside or outside their house.

2. Encourage students to include newly learned household terms, and to describe the repair or replacement according to what happened first, next, then, and finally.
Grammar & Usage
Unit 3, Lesson 3

**Estar por and Acabar de as Time Sequencers**

Explain to students that *estar por* is used to indicate an action in the immediate future (*estar + por + infinitive verb*).
- Él está por entregar las flores.
- Estoy por limpiar el piso.
- Ellos están por subir la montaña.

Another expression that indicates time sequence is *acabar de + infinitive verb*. It specifies an action in the past that happened very recently.
- Acabo de construir este juguete.
- ¡Acabo de limpiar el piso hace cinco minutos!
- ¡Acabo de comprar este carro ayer!
- Acaba de comprar un libro esta mañana.

**Using Preferir**

Note that the term *preferir* means *gustar más* and can be used with a direct object or an infinitive verb.
- Prefiero la camisa verde. (direct object)
- Prefiero tocar la guitarra. (infinitive verb)

Explain to your learners that, when stating which of multiple items they prefer, they should use the preposition *a* before the object that is not preferred.
- Prefiero las manzanas a las bananas.

Remind your students that the contraction *al* (*a + el*) is used with masculine nouns.
- Prefiero el carro viejo al nuevo.
Unit 3, Lesson 3, Part A
Toy Talk

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Use toy terms to determine and discuss the ideal birthday gift.
• Write about a virtual gift-shopping experience.

Materials:
Course Content
Index cards; one per student
Handouts; two per pair of students

Jump Start
Words from a Friend

Prepare Ahead:
• Use the Course Content to select words from this Lesson, and then write them on index cards (one word per card). On the other side of each card, write a student’s name. Make sure that each student’s name appears on a card.

1. Explain to students that they will be practicing Lesson vocabulary by creating a sentence using a word a peer gives them.

2. Distribute an index card to each student, making sure that everyone receives a card with someone else’s name on it.

3. Choose a student to announce the name on his card and deliver it to that peer. The recipient should say a sentence containing the word on the card, and then deliver her card to the peer whose name is on her card.

4. Have students continue the activity as outlined in Step 3, until all students have stated their sentences to the class.

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

Learning for Life
Gift Shopping

Prepare Ahead:
• Have one Alumno A and one Alumno B handout available for each pair of students (see Step 2).

1. Explain to your learners that they will be working in pairs to play the roles of a toy-store clerk and a customer who is buying a birthday gift for her younger sibling.

Vocabulary
Taught or Reviewed:
el animal de juguete
los auriculares
el bloque
el casco
la cometa
el globo
la muñeca
la patineta
perder (e>ie)
el rompecabezas
romper
el videojuego
2. Divide the class into pairs of students and distribute the following handouts:

<table>
<thead>
<tr>
<th>Alumno A</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Juguete</td>
<td>Precio</td>
<td></td>
</tr>
<tr>
<td>$</td>
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</tr>
</tbody>
</table>

This is an opportune time to introduce the term _precio_.

3. Have each pair decide who will play the store clerk (Alumno A) and who will play the customer (Alumno B). The clerk then completes the Alumno A handout by listing the names of toys and their prices. The customer reads the information in the Alumno B handout and thinks about the type of birthday gift she will buy her sibling.

4. Partners will then role-play a conversation, with clerks offering advice and customers deciding the best (and most affordable) birthday gift to purchase.

5. Ask students to keep their templates for use during the following Assessment activity.

_word of the day:_ los auriculares

**Assessment**

*Writing About Shopping*

1. Have learners use their templates from the previous Learning for Life activity as a reference for writing a paragraph about the experience of shopping for gifts. Encourage learners to mention the different toys that were available and compare them according to price and attributes.

2. After students take turns reading their entries to the class, collect paragraphs for evaluation.
Unit 3, Lesson 3, Part B
The Order of Things

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss the sequential order of actions in an event using the terms **acabar de** and **estar por**.
• Write and illustrate the steps involved in an action, from start to finish.

**Materials:**
- Copies of out-of-sequence sentences; one per pair of students
- Index cards; one per pair of students
- Sample comic strip
- Blank comic strips; one copy per student
- Drawing materials

**Focus and Motivate**

*What Happened First?*

**Prepare Ahead:**
- **Have a set of out-of-sequence sentences available for each group (see Step 1).**
- **Write, on the board, the sentences as they appear in Step 1.**

1. Divide the class into pairs of students and give each duo a copy of the following sentences (make sure they are sequentially out of order):
   - Él va a comprar un carro esta tarde.
   - Él está por comprar un carro.
   - Él compra un carro.
   - Él acaba de comprar un carro.
   - Él compró un carro la semana pasada.

2. Have students work with their partners to place the five sentences in chronological order.

3. When learners are ready, ask volunteers to verbally help you arrange the sentences in the correct order.

4. Discuss the clues that led to students’ decisions about the order of the sentences. Reinforce the idea that terms like **estar por** and **acabar de** help people discern the order of a series of events in a group of sentences. This will prepare your students for the following **Extending the Text** activity.

**Bloom’s Taxonomy:** Application
**Multiple Intelligences:** Verbal-Linguistic
Extending the Text

Comic Relief

Prepare Ahead:
- Write various activities on index cards (see Step 1); one topic per card.
- Have the sample comic strip available (see Appendix E). You may wish to illustrate it if time permits.
- Have a blank comic strip for each student (see Appendix F).

1. Explain to your learners that they will be writing sentences that show an action progressing from beginning to end. These sentences will become captions for a comic strip. Topics may include:
   - comprar un libro
   - escalar una montaña
   - limpiar el piso
   - comer un sándwich
   - viajar en avión
   Remind your students to use estar por and acabar de to make the order of events clear.

   This would be a good time to introduce the term tira cómica.

2. Divide the class into pairs of learners and distribute an index card to each pair. Allow time for students to write a five-sentence scenario in chronological order. After students are finished, check the sentences for content, grammar, and correct order of events.

3. Display the sample comic strip and read it to your students, noting the progression of actions as Clara eats her sandwich.

4. Provide students with blank comic strips and drawing materials, and direct them to write their sentences on the speech bubbles. Have students illustrate their sentences with humorous undertones. For example, learners could depict a fish climbing a mountain.

5. Students should remain in pairs and keep their comic strips to share with the class during the following Assessment activity.

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

Assessment

Last Laugh

1. Ask each pair of learners to present the comic strip they developed during the previous Extending the Text activity.

2. After collecting comic strips for evaluation, bind them into a book and keep it available for further reading by classmates.

   Bloom’s Taxonomy: Application
   Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 3, Part C
Preferences and Feelings

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use terms such as sorprendido, avergonzado, or preocupado to answer questions about
surprise parties and describe the feelings associated with these events.
• Work collaboratively to write and present scripts about planning a surprise party.

Materials:
Sample script; three copies

Engage and Explore
Party Chat

1. Write the following Lesson vocabulary on the board: avergonzado, sorpresa, sorprendido, preocupado,
and preocuparse. Read these words aloud with your students.

2. Introduce the term fiesta sorpresa by writing it on the board and discussing its meaning. Lead a
brief discussion about students’ experiences with surprise parties. Talk about parties students have
attended, those they have planned, and parties where they were the ones who were surprised.
Include surprise parties that students may have read about or watched on television.

3. During your discussion, direct students’ attention to the Lesson words on the board. Encourage
learners to use these words to describe the feelings of the party planners, attendees, and
guests of honor.

4. Leave the term fiesta sorpresa and the Lesson vocabulary on the board for the following
Curriculum Connection activity.

Curriculum Connection
Planning Surprises

Prepare Ahead:
• Have three copies of the sample script available (see Step 2).

1. Explain to students that they will be working in small groups to write a script (minimum 12 lines)
about planning a surprise party for you.
2. Provide an example by asking three volunteers to read the following:

Alumno 1: Tengo una idea. ¡Vamos a hacer una fiesta!
Alumno 2: Esa es una buena idea. Deberíamos hacer una fiesta para la señorita Romina.
Alumno 3: Sí, su cumpleaños es la semana que viene.
Alumno 1: ¿Qué día prefieren hacer la fiesta?
Alumno 2 y 3: Preferimos el viernes.
Alumno 3: ¡Vamos a hacer una fiesta para la señorita Romina!
Alumno 1: ¿Crees que ella va a estar avergonzada?
Alumno 2: No te preocupes. Ella estará contenta.
Alumno 3: ¿Qué deberíamos comer en la fiesta?
Alumno 1: Vamos a comer pizza y torta.
Alumno 2: ¿Qué tipo de pizza prefieres?
Alumno 1 y 3: Prefiero pizza con hongos.
Alumno 2: ¿De qué color prefieren los globos?
Alumno 1 y 3: Preferimos los globos amarillos, verdes y naranjas.
Alumno 3 (al Alumno 2): ¿Qué pasa?
Alumno 2: Estoy preocupado.
Alumno 1: ¿Por qué estás preocupado?
Alumno 2: Me preocupa que nadie venga a la fiesta.
Alumno 3: No te preocupes. ¡A todos les gustan las sorpresas!

3. Divide the class into groups of three students and allow time for partners to compose their scripts. Encourage learners to include the words on the board in their lines of dialogue.

4. Circulate around the room to answer questions about pronunciation, meaning, and sentence structure. As each group finishes its script, advise partners to rehearse their roles in preparation for performances during the following Assessment activity.

Assessment

Speaking of Surprises

1. Call on each student group, in turn, to perform its dialogue from the previous Curriculum Connection activity. Allow students to have their scripts in hand and to read their lines, if necessary.

2. Address questions that may have arisen during presentations, and then collect scripts and evaluate.

Word of the Day: preferir
Unit 3, Lesson 3, Part D
Journal Activity–Expect the Unexpected

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about an event using the terms avergonzado, sorprendido, and preocupado.

Being Creative
Expect the Unexpected

Ask students to write a paragraph in their journals about a time when they were embarrassed (perhaps because they broke something), surprised (perhaps because someone shared something very special with them), or worried (perhaps because they lost something).
Unit 3, Lesson 3, Part E
Latin American Cultural Activity–Neighbors Who Share

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use their understanding of the word compartir to read information, write a group report, and speak to peers about the similarities among Latin American countries.

Materials:
Print and Internet resources with information about Latin American countries
Poster board; one sheet per group
Art materials

Connecting to Culture
Neighbors Who Share

1. Lead a class discussion about the attributes that countries may share. Elicit as many answers as possible and write them on the board, for example:
   - la comida
   - los días de fiesta
   - países vecinos
   - deportes favoritos
   - la moneda
   - tipo de gobierno

   This is a good opportunity to teach the word moneda (as a country’s currency) and gobierno.

2. Divide the class into groups of three learners and assign two Latin American countries to each trio. Instruct students to work together to prepare a presentation about four features or qualities the two countries have in common.

3. Distribute sheets of poster board and art materials, and direct students to create a poster that will enhance their presentation with visual images such as drawings, photos, and maps.

4. Allow time for students to research their topics and prepare the presentations. As students finish their research and posters, advise them to rehearse their presentations. Remind learners that each group member is expected to present a portion of the report to the class.

5. Call on groups, in turn, to present their projects. Instruct the audience to listen during each presentation and take notes about the attributes their own countries share with those that are being presented.

6. Conclude the activity by discussing the similarities your students found among the Latin American countries that were presented. Collect the posters and put them on display.

If time permits, have students write a paragraph about the features shared by their native country and Latin American countries. Encourage students to include comments about new traditions or topics they would like to learn more about.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Imperative Form in Complex Sentences

Remind students that the imperative form is used for giving instructions and advice, and for making suggestions. It is usually formed by using a verb in simple form at the beginning of the sentence.

(Tú)  Termina de comer todas tus verduras. Mira el semáforo.
(Usted)  Termine de comer todas sus verduras. Mire el semáforo.
(Ustedes)  Terminen de comer todas sus verduras. Miren el semáforo.

Exclamation marks with an imperative sentence emphasize excitement or urgency.

¡Mira la calle!

Explain to your students that sometimes a complex sentence contains an imperative. In that case, the sentence may begin with a dependent clause. Notice how word order in Spanish is flexible.

Antes de salir del estacionamiento, para. Para antes de salir del estacionamiento.
Si no hay carros, dobla a la derecha. Dobla a la derecha si no hay carros.

Remind students that for usted and ustedes, the negative imperative is achieved simply by placing no in front of the verb.

Coma esto.   No coma esto.
Coman esto.   No coman esto.
Tomé fotos en el museo.   No tome fotos en el museo.
Tomen fotos en el museo.   No tomen fotos en el museo.

Point out that for informal address (tú), positive imperatives use a different verb form from negative imperatives.

Come esto.   No comas esto.
Toma fotos.   No tomes fotos en el museo.
Tone of Voice in Imperatives

Review with students that in conversational Spanish, the speaker’s tone helps to indicate the meaning of an imperative. For example, imperatives that are urgent commands are said with a loud voice and a sharp tone.

¡Para el carro!
¡Ve a tu dormitorio!

Imperatives that indicate excitement also are said with a loud voice, but with a softer, friendlier tone.

¡Tírame la pelota!
¡Mira la luna!

Suggestions and commands that are not urgent should be given with a cheerful tone.

Carmencita, sigúeme al baño para lavarte las manos.

Along with a cheerful voice tone, there are some word choices that make commands more polite.

Señor Morales, sígame a la oficina de nuestro arquitecto.
Siga derecho, es la segunda puerta a la derecha.

Another way to make a command sound more polite is to include ourselves in it by using the nosotros verb form.

Hay un restaurante en el cuarto piso del edificio. Comamos allí.

Of course, a polite tag also softens an imperative.

Cierra la puerta, por favor.

Discuss with your students the connotations of various voice tones in commands, and help them practice tones appropriate for various contexts.
Unit 3, Lesson 4, Part A
Words Around Town

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to discuss and draw the layout of a small town, using roadway and traffic vocabulary to label landmarks.
• Ask questions about peers’ layouts and respond to questions about their own designs using roadway, traffic, and navigational vocabulary.

Materials:
- List of Lesson vocabulary; one per student
- Slips of paper
- Container
- Stopwatch
- Notebook paper
- Drawing materials
- Large sheets of paper (poster board, butcher paper); one per group

Focus and Motivate
Painting the Town

Prepare Ahead:
• Have a list of vocabulary words for each student (see Step 1).
• Write vocabulary words on slips of paper, one term per slip. Fold slips and place in container.
• Use the stopwatch for this activity.

1. Distribute a list to each student and lead a choral reading of these words:
   - acera
   - cruce peatonal
   - intersección
   - maletero
   - semáforo
   - capó
   - estacionamiento
   - llanta
   - motor
   - túnel

   Tell your students that they will be using this list for the activity.

2. Divide the class into two teams and explain the activity:
   One student from Team A chooses a slip of paper from the container and silently reads the word. She goes to the board and draws a picture that represents the word. Using their vocabulary lists, Team A members call out the word they think is being drawn. Set the stopwatch for 30 seconds. If Team A has not guessed the correct word during this time, Team B may guess as well. The team that guesses the correct word receives a point. Teams then reverse roles and continue as time permits.

3. Direct students to keep their word list for use during the following Extending the Text activity.

Bloom’s Taxonomy: Application
Multiple Intelligences: Visual-Spatial
Extending the Text
Tours of Towns

Prepare Ahead:
• Draw and label a sample layout of a small town using terms from this and previous Lessons.
• Have notebook paper, drawing materials, and large sheets of paper available for students.

1. Explain to students that they will be designing the layout of an imaginary small town in Latin America. Learners will label its landmarks and provide Spanish names for the streets. Display your sample layout and ask volunteers to name the items and describe them in relation to other landmarks. For example:
   El semáforo cuelga arriba de la intersección.

2. After dividing the class into pairs of students, distribute notebook paper and drawing materials. Tell your learners to discuss and draw a first draft of their town, using two items from the list they used in the previous Focus and Motivate activity. Students should also use the following three items:
   un museo
   un palacio
   unas ruinas
   You may also encourage students to use the information about cities and tourist attractions from previous Units.

3. Circulate around the room to answer questions while students are working. Distribute large sheets of paper as partners finish their drafts, and instruct them to draw the final version of their sketch.

4. When students are finished, have them stay with their partners and prepare to use their layouts for the following Assessment activity.

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

(Lesson continues on next page)
Unit 3, Lesson 4, Part A (continued)

Assessment

Talk of the Town

1. Make sure partners have their layout designs in hand from the previous Extending the Text activity. Ask pairs to count off by two; each duo will thus be either a Team 1 or a Team 2. Instruct each Team 1 to find a Team 2, so that all pairs are in groups of four.

2. Choose a group to model a question-and-answer interaction in which Teams 1 and 2 ask and answer questions of each other about locations and directions about their respective towns. For example:
   
   Equipo 1: Buenos días.
   Equipo 2: Buenos días. ¿Cómo vamos al museo?
   Equipo 1: Vaya a la intersección y doble a la derecha. Después vaya al semáforo y doble a la izquierda. El museo estará delante de usted.
   Equipo 1: Y, ¿cómo vamos a las ruinas?
   Equipo 2: Para ir a las ruinas, salga del museo y doble a la izquierda. Camine por medio kilómetro hasta el puente. Después doble a la derecha y camine por un cuarto de kilómetro. Las ruinas estarán a su derecha.

   Instruct all groups of four to participate in such dialogue, among themselves. Advise students that everyone in each group should take turns asking and answering questions. Circulate around the room to assess conversations for appropriate word use and sentence structure.

3. If possible, display layouts around the classroom for all to admire.

   ⌚️ ✔️ ✔️ ✔️ ✔️ Bloom’s Taxonomy: Analysis
   Multiple Intelligences: Verbal-Linguistic
Unit 3, Lesson 4, Part B
Look and Learn

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe classroom items by colors, materials, and other observable traits using the verb mirar.
• Work collaboratively to write and perform a script for an audience of their peers.

Materials:
Index cards; one per group

Course Content

Jump Start
Take a Look

1. Begin the activity by saying the following:
   Mira esta bandera. Es roja, blanca y azul.
   Mira este escritorio. Es de madera.
   Then, write these sentence starters on the board:
   Mira ____. Es ____.

2. Divide the class into pairs of students. Explain that partners should move around the room and talk about items in the classroom, using the sentence starter on the board. Give learners three minutes to complete this activity.

3. When your students are finished and have returned to their seats, call on volunteers to talk about something they described to their partner, using the format in Step 1. Mention that these same types of sentences will be used in the following Engage and Explore activity.

As an option, students could remain in their seats and describe classroom items one at a time.

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

Engage and Explore
Writing About Sights

Prepare Ahead:
• Create word cards by writing Lesson terms such as those listed in Step 2 on index cards. Use the Course Content for additional ideas.
• Have one word card available for each group.

1. Divide the class into groups of three students. Explain to your learners that they will be working in small groups to write a script (minimum 10 lines) using a given set of words.
2. Distribute word cards such as the following to each group (one card per group):

- Mirar – pintura – pintar – artista
- Mirar – gotear – tubo – plomero
- Mirar – gotear – aceite – motor
- Mirar – encender – cable – electricista
- Mirar – estadio – arquitecto – idea
- Mirar – maletero – problema – cerrar

3. Allow time for each group to compose its script, with learners using the words on their card as the basis for their writing. Encourage students to use various verb tenses as needed. For example:
   Alumno A: Hola Tomás.
   Alumno B: Hola Alejandro. ¿Qué pasa?
   Alumno A: Mi carro tiene un problema.
   Alumno B: ¿Cuál es el problema?
   Alumno A: No sé. Hace tres días que no funciona.
   Alumno B: Mira el piso. ¡Hay aceite debajo del carro!
   Alumno A: ¿Qué puede ser?
   Alumno B: El motor del carro debe estar goteando aceite.
   Alumno A: Creo que debo llevarlo al mecánico.
   Alumno B: ¡Ésa es una buena idea!

4. Circulate around the room to monitor students’ work and answer questions. When learners are finished, have them rehearse their roles in preparation for the following Assessment activity.

   **Bloom’s Taxonomy:** Synthesis
   **Multiple Intelligences:** Interpersonal

**Assessment**

**Speaking of Sights**

1. Have each group use the scripts they created during the previous Engage and Explore activity to perform, in turn, their dialogues for the class.

2. When all students have performed, lead a discussion about the types of situations they wrote about in their dialogues. Then, collect scripts for evaluation.

   **Bloom’s Taxonomy:** Application
   **Multiple Intelligences:** Verbal-Linguistic
Unit 3, Lesson 4, Part C
Travel Talk

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Write a story about a chosen scene using traffic, travel, and automotive terms.
- Read their own story to peers and discuss the scenarios of others’ stories.

Materials:
- Handout of Lesson vocabulary; one per student
- Sample story; one copy

Skill Sharpener
Scenes from a Lesson

Prepare Ahead:

1. Begin the activity by distributing vocabulary lists:
   - aceite  cruzar  peatonal  estacionamiento  llanta  mecánico  parar  salir
   - acera  cruzar  intersección  llanta desinflada  mirar  pasar por  semáforo
   - capó  entrar  hacia  maletero  motor  problema  túnel
   Allow time for students to read the words silently, and then read the words aloud as group.

2. With students using their vocabulary lists as a reference, discuss the scenarios they encountered in the Rosetta Stone software Lesson (entering and exiting buildings, traveling in a city). List these scenarios on the board.

3. Answer questions that students may have about the pronunciation or meaning of the terms on the list. Direct learners to keep their vocabulary list for use in the following Curriculum Connection activity.

Keep the scenario list on the board.

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

Curriculum Connection
Writing Creatively

Prepare Ahead:

- Have a copy of the sample story available to read to students (see Step 2).

1. Explain to your learners that they will be working individually to write a brief story (minimum eight sentences) based on one of the scenarios listed on the board. Direct students to use at least five Lesson terms in their stories, using their vocabulary list as a resource.
2. As a model for the writing assignment, read the following sample story:

Scenario: Una Visita a la Ciudad
La semana pasada visité un museo con mi hermano y mi hermana. Cuando estábamos por entrar al museo, dije que había un problema con la cámara. Estaba muy contento porque mi hermano la arregló. Después de reparar mi cámara fuimos al museo. Estaba caminando hacia mi pintura favorita cuando mi hermana me dijo que mirara al pájaro que estaba volando sobre la escultura. Saqué una foto cuando el pájaro pasó por la ventana. Salimos del museo y caminamos hacia el parque. Estábamos por entrar al parque para mirar las flores cuando mi hermana me dijo que mirara al pájaro que estaba sentado en la estatua delante del parque. ¡Creo que era el mismo pájaro que vimos en el museo!

As an option, project the sample story on the board so that students may follow along with you while you are reading. Note the Lesson terms (in bold) that are used.

3. Allow time for students to write their stories, and be available to answer questions about pronunciation, word use, and sentence structure.

4. When learners finish the writing assignment, advise them to silently read their stories in preparation for the following Assessment activity.

Assessment
Sharing Our Stories

1. Explain to students that they will be reading their stories from the previous Curriculum Connection activity to their peers.

2. Ask students to organize themselves into groups of four and take turns reading. Circulate around the room and listen for correct pronunciation and word use.

3. After everyone has had a turn to read, discuss the scenarios of students’ stories.

4. Conclude the activity by collecting stories for evaluation.

Word of the Day:
no hay problema
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use automotive and traffic vocabulary to share safety tips.
• Write questions about and discuss behaviors that contribute to road safety.

Materials:
Copies of common road signs
Blank paper; four sheets per group
Drawing materials

Classroom Community
In-Class Activity—Driving Safely

Prepare Ahead:
• Use the road signs for this activity.

1. Explain to students that both drivers and pedestrians must use appropriate behaviors in order for roads to be safe. Remind learners that their behavior is an essential part of safety, and that safe habits will have a positive effect on their lives and the lives of others.

2. As a class, discuss the behaviors that are necessary for safe traveling. Ask questions using debería to elicit replies such as the following:
   Maestra: ¿Qué deberían hacer las personas que andan en moto?
   Alumno 1: Esas personas deberían llevar un casco.
   Maestra: ¿Qué deberían hacer las personas que manejan?
   Alumno 2: Esas personas no deben manejar rápido.
   Maestra: ¿Qué deberían hacer las personas para no manejar rápido?
   Alumno 3: Esas personas deberían salir de sus casas temprano.

3. Explain to students that, in most cases, road signs help people remember what their obligations are. Display signs and encourage students to identify them and discuss their meanings. For example:
   Pare
   No cruzar
   Cuidado. Hay una escuela.
   Cuidado. Los niños juegan aquí.
4. Divide the class into groups of four students and distribute paper and drawing materials. Direct your learners to draw four safety signs for drivers, bicycle riders, or pedestrians and write an explanation of the rule each sign represents. Students should write their explanation below the illustration, at the bottom of the page.

5. When all are finished, have students fold their sheets of paper so that only the illustrations of the safety signs are visible.

6. Each group will then, in turn, display their illustrations to the class as the audience guesses what each sign represents. Have group members read their explanations after someone guesses correctly.

You may wish to display students' projects as reminders of the ways to create safe environments.

Community Connection

Out-of-Class Activity–Road Safety

1. Instruct your students to list at least three instances they observe, while at home, of safe road behaviors that their family members and neighbors exhibit.

2. Learners should then bring their list to the next class session for a brief discussion about the behaviors they witnessed.
Unit 3, Lesson 4, Part E
Journal Activity–Safe Traveling

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe, in writing, the ways in which one should travel safely around town.

Learning for Life
Safe Traveling

Have students use roadway, traffic, and navigational vocabulary to write a two-paragraph entry in their journals about safe behaviors to use when walking, riding, or driving around town.
Unit 3, Lesson 5, Part A
Focused Activity–Past and Present Grammar

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use present progressive verb forms as resources to complete sentences with simple past verb forms.

Materials:
Worksheet; one per student

Extra Help
Past and Present Grammar

Prepare Ahead:
• Have a worksheet available for each student (see Step 3).

1. Write the following sentences on the board:
   La madre está poniendo los platos en la alacena.
   El hombre está comprando flores para su esposa.
   El plomero está arreglando el fregadero.
   Él está cambiando un tomacorriente viejo.
   La familia está corriendo en la playa con sus cometas.
   Ellos están caminando hacia una intersección.
   Esas personas están construyendo un puente.
   Ellos están jugando a los videojuegos.

2. Have your students read each sentence aloud with you. Underline the present progressive verbs as you explain that the actions in these sentences are taking place now.
3. Distribute to each learner a worksheet with the following incomplete sentences and word list:

   La madre ____ los platos en la alacena anoche.
   El hombre ____ flores para su esposa ayer.
   El plomero ____ el fregadero el mes pasado.
   Él ____ un tomacorriente viejo el martes.
   La familia ____ en la playa con sus cometas el verano pasado.
   Ellos ____ hacia una intersección ayer por la tarde.
   Ésas personas ____ un puente el año pasado.
   Ellos ____ a los videojuegos anoche.

   arregló
   cambió
   caminaron
   compró
   construyeron
   corrió
   jugaron
   puso

4. Explain to your students that these sentences show actions that already happened, and direct their attention to the time-related terms (anoche, ayer). Complete the first sentence together as a class, and note the similarities and differences between this example and the first sentence on the board.

5. Instruct learners to complete the remaining sentences with a word from the list. Remind students to use the sentences on the board as a resource for comparing present and past verb forms.

6. When everyone is finished, ask a different volunteer to read each completed sentence. Discuss answers in relation to the corresponding sentences on the board, noting regular and irregular simple past verb forms.

7. Collect sentences for evaluation.
Unit 3, Lesson 5, Part B
Focused Activity–Reading a Script

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Answer questions about a problem-solving script after reading it silently and then aloud in pairs.

Materials:
Photocopies of script; one per student

Extra Help
Reading a Script

Prepare Ahead:
• Have copies of the script available for each student.

1. Distribute the following script:
   Margarita trabaja en una tienda. Las personas van a su tienda todos los días para comprar periódicos y flores, y hacerle preguntas.
   (Un hombre está comprando en la tienda. Él está preocupado.)
   Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?
   Hombre: Estoy avergonzado porque estoy por ir a cenar con mi novia y acabo de acordarme que hoy es su cumpleaños. ¿Qué debo hacer?
   Margarita: No se preocupe, si le compra unas flores ella no sabrá que usted olvidó su cumpleaños.
   (El hombre sale de la tienda. Una mujer entra a la tienda. Ella está preocupada.)
   Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?
   Mujer: Estoy preocupada porque tengo que recoger a una amiga en el aeropuerto y estoy perdida. No puedo encontrar el aeropuerto.
   Margarita: No se preocupe. Si dobla a la izquierda en la calle que viene y maneja por dos kilómetros verá las señales para ir al aeropuerto.
   Mujer: Bueno. ¡Gracias!

Allow time for students to read the script silently and circle Lesson vocabulary.
2. Divide the class into pairs of students and ask partners to read the script—one learner playing Margarita and the other playing the man and the woman. Circulate around the room and listen for correct pronunciation.

3. Write questions such as the following on the board:
   - ¿Dónde trabaja Margarita?
   - ¿Por qué está avergonzado el hombre?
   - ¿Cómo ayuda Margarita al hombre?
   - ¿Por qué está preocupada la mujer?
   - ¿Cómo ayuda Margarita a la mujer?

4. Have partners write their answers to the questions on a sheet of paper. Then, ask volunteers to share their answers with the group.
Unit 3, Lesson 5, Part C
Focused Activity–Listen to the Details

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use aural cues to complete a story with home-improvement vocabulary.

Materials:
 Photocopies of script Versions 1 and 2; one set per student

Extra Help
 Listen to the Details

Prepare Ahead:
• Make copies of script Versions 1 and 2 (see Steps 1 and 3) for each student.

1. Distribute Version 1 scripts:
 La familia de Laura se acaba de mudar a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una chimenea en la sala de estar y un balcón en el tercer piso. Uno de los vecinos tiene un perro. Pero hay algunos problemas con la casa. Hay agua en el piso de la cocina porque los tubos gotean. La cocina no funciona porque no hay electricidad. La mamá de Laura llamó al plomero para arreglar los tubos. Su papá llamó al electricista para arreglar los cables. El plomero vendrá mañana a las 10 de la mañana. El electricista vendrá mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos están goteando y no hay electricidad.

2. Read the story aloud as students follow along by reading silently.

3. Collect Version 1 scripts and distribute Version 2 scripts:
 La familia de Laura se acaba de ___ a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una ___ en la sala de estar y un ___ en el tercer piso. Uno de los ___ tiene un perro. Pero hay algunos ___ con la casa. Hay agua en el piso de la cocina porque los ___ gotean. La cocina no funciona porque no hay ___. La mamá de Laura llamó al ___ para arreglar los tubos. Su papá llamó al electricista para arreglar los ____. El plomero vendrá mañana a las 10 de la mañana. El ___ vendrá mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos ___ y no hay electricidad.

4. Read Version 1 again as your students fill in the blanks. If necessary, read it more than once.

5. Redistribute Version 1 scripts for learners to check their work.

6. Read the story aloud as a group.
Unit 4

Recipes, Remedies, and Routines

Grammar & Usage: Review of Verb Tenses, Describing Events
  That Coincide  .................................................. 175
Lesson 1a: A Busy Day  ........................................... 176
Lesson 1b: What to Wear?  ...................................... 180
Lesson 1c: Expressing Preferences  ....................... 184
Lesson 1d: Journal Activity–Laundry List  ............... 188
Grammar & Usage: Causing and Assisting Other Actions,
  Using Ser to Express Made Of and Made In  ........... 189
Lesson 2a: Descriptive Words  ................................. 190
Lesson 2b: Looking Good  ....................................... 192
Lesson 2c: Products and Materials  ......................... 196
Lesson 2d: Review  ................................................ 200
Lesson 2f: International Cultural Activity–Imports and Exports  203
Grammar & Usage: Describing Duration, Persistent and
  Non-Persistent Conditions  .................................... 205
Lesson 3a: Get Well Soon!  ..................................... 208
Lesson 3b: Discussing Life Experiences  .................... 212
Lesson 3c: The Healing Touch  ................................. 216
Lesson 3d: Journal Activity–The Way to Wellness  ....... 219
Lesson 3e: Enrichment Activity–When You’re Sick  ....... 220
Grammar & Usage: Negating Multiple Items, Describing Food
  Using Past Participles  .......................................... 223
Lesson 4a: Finding Foods  ....................................... 224
Lesson 4b: Recipes for Success  ............................... 228
Lesson 4c: Meal Preferences  .................................... 230
Lesson 4d: Review  ................................................ 232
Lesson 4e: Journal Activity–Chef for a Day  ............... 234
Lesson 4f: Latin American Cultural Activity–Creative Cuisine  236
Lesson 5a: Focused Activity–The Right Vocabulary Word 238
Lesson 5b: Focused Activity–Speaking to a Doctor  ....... 240
Lesson 5c: Focused Activity–Listening for Answers  ...... 241
Lesson 5d: Level 4 Review: Jobs and Hobbies–Part 1  .... 242
Lesson 5e: Level 4 Review: Jobs and Hobbies–Part 2  .... 243
Unit 4: Recipes, Remedies, and Routines

Introduction to Unit 4

The concluding Lessons in Level 4 present multifaceted opportunities for students to practice complex concepts such as distinguishing between no ... ni and ni ... ni, describing duration by starting points or lengths of time, discerning when to use todavía versus ya no, and using mientras with two forms of past tenses. As this Unit’s title indicates, activities incorporate new vocabulary focusing on food preparation, health and medical concerns, and routines. Included, too, are terms relating to jewelry, places of manufacture, grocery stores, shopping, manufacturing locations, and menu-item preferences—to name a few.

Teaching Unit 4

During this Unit, you will be guiding your students through activities that challenge them to apply their newfound language skills in simulations of real-life situations that call for more complex problem solving than in previous Lessons. Now, for example, your students will be making distinctions among multiple sets of facts or circumstances. They must deduce to find workable solutions to dilemmas, and then demonstrate these skills through writing, reading, and conversation. In the process, learners will enjoy a broad range of activities that incorporate writing and performing scripted dialogues, playing a guessing game à la Twenty Questions, and researching and presenting a report about products made in countries around the world.

Lesson 1a: A Busy Day
Engage students in discussions about the Saturday chores of each member of the busy Gonzalez family, using the vocabulary learned thus far. After that, students will write a paragraph about this family’s routine using mientras, antes, and después.

Lesson 1b: What to Wear?
Choosing what to wear for a specific occasion can be challenging. Today, students will have fun writing dialogues that offer advice about appropriate dress for various events. Then, invite learners to offer their opinions of dress for certain occasions.

Lesson 1c: Expressing Preferences
During a mock shopping and restaurant excursion that features choices (“Deberías comprar la patineta morada o la patineta naranja”), your students will be able to practice the often-confusing terms o and no ... ni.

Lesson 1d: Journal Activity–Laundry List
Students will air some lighthearted dirty laundry as they write about their families’ clothing-care routines. Learners’ journal entries will focus on such topics as washing, ironing, and folding their clothes, and whether they use a washing machine at home or take their clothes to a laundromat or dry cleaner.

Lesson 2a: Descriptive Words
Challenge your learners to use their imaginations when they ask questions that help them discover the identity of hidden objects. Once the mystery is revealed, your students will discuss the main characteristics of the items, the materials they are made of, and where they were made.

Lesson 2b: Looking Good
Today, each student will wear a mystery personal-grooming term on his back and, in the style of the game Twenty Questions, will ask “sí” or “no” questions of peers to determine his word’s identity. More grooming terms, plus past, present, and future verb tenses, are then spotlighted as pairs of learners write a story about a fictional character getting ready for a party.

Lesson 2c: Products and Materials
Clothing labels provide valuable information today as students examine them to identify and write the places of manufacture and fabric content. Then, after making and labeling life-size paper dolls, complete with wardrobes and accessories, students will display and discuss their creations.

Lesson 2d: Review
It’s time for a fun-filled, scrambled-sentences activity that will undoubtedly elicit laughter around the room. Your learners will prepare quizzes by writing sentences using new vocabulary, scrambling the words, and challenging peers to put the sentences back together in proper order. As a take-home activity, students will use a worksheet to keep track of what they wear and the various household activities they participate in over the next week.

Lesson 2e: Journal Activity–What Makes You Happy?
Countless experiences make people happy, and today your students will write in their journals about what makes them happy and why, using the expression me hace feliz.

Lesson 2f: International Cultural Activity–Imports and Exports
In this era of globalization, today’s activity will broaden students’ appreciation for the interconnectedness of countries far and wide, and give them a means for practicing new vocabulary and grammar principles. Groups of learners will collaborate to research, write, and present reports about products made in various countries and about items that are imported and exported.

Lesson 3a: Get Well Soon!
How often do you hear coughing or sneezing in your classroom? Now that students have been introduced to the Spanish words for these all-too-familiar symptoms and other health and medical terms, they are ready for today’s Lesson. Learners will pantomime and guess others’ maladies, and discuss the health issues of an illustrated fictional character named Pedro.

Lesson 3b: Grooming Terms
Rosetta Stone Teacher’s Guide–Spanish (Latin America) Level 4
Lesson 3b: Discussing Life Experiences
Life experiences are in the spotlight today as learners use todavía and ya no to write about details of their lives that still apply to them and others that do not apply to them anymore. Be ready to model appropriate sentences by sharing traits about yourself, such as the fact that you still ride a bicycle, but you do not play with stuffed animals anymore.

Lesson 3c: The Healing Touch
Is there a doctor in the house? In this Lesson, you will give each student an index card showing either a symptom or diagnosis. Learners will then mingle and converse, using health and medical vocabulary, to determine which peer has their matching symptom or diagnosis. Next, students will pretend they are doctors writing notes about two imaginary patients’ ailments on a medical-style questionnaire.

Lesson 3d: Journal Activity–The Way to Wellness
In this journal-writing assignment, students will reflect upon a time when they were ill, dealt with allergies, or had a broken bone. Encourage learners to describe how they restored themselves to good health and how family members and friends were instrumental in their recovery.

Lesson 3e: Enrichment Activity–When You’re Sick
This long-range publishing project for your advanced students requires them to use their new language skills to plan, research, and produce an informational booklet, video, or slide presentation about the medical services available in your school or the details of home care. Students will work independently, have periodic meetings with you to discuss progress, and, upon completion of their projects, will give presentations to the class.

Lesson 4a: Finding Foods
Grocery-store advertisements abound, so grab a handful at home and bring them to this class session. These colorful marketing materials will provide inspiration for your students as they write and illustrate, on poster board, their own versions of ads to promote the produce, meat, and dairy products of an imaginary grocery store.

Lesson 4b: Recipes for Success
If you’re game, don an apron today and have some kitchenware on hand for props. Pairs of learners will use recipe and food-preparation terms to write and perform a script for a television show featuring chefs who are teaching the audience how to prepare a dish.

Lesson 4c: Meal Preferences
Your students are well on their way to ordering food like the pros! In this Lesson, learners will hone their skills by writing and reading scripts about a restaurant scenario that incorporates terms for combinations of pizza toppings and proper dining-out etiquette.

Lesson 4d: Review
Attention shoppers! After writing an announcement that could air on a grocery store’s intercom, learners will read their sales pitches aloud using expressive voices, clear diction, and pleasing volume. At home, learners should read their announcements to their families and then discuss ways in which their elders shopped for groceries in their home countries. Ask students to write down the information they learned and bring it to the next class session.

Lesson 4e: Journal Activity–Chef for a Day
Encourage students to let their culinary imaginations run wild as they write in their journals about a meal they would like to prepare. Learners should also describe the procedure and kitchenware they would use to make their tasty creation.

Lesson 4f: Latin American Cultural Activity–Creative Cuisine
Today your learners will discuss empanadas, a popular meal in Latin America. Students will learn about the fillings used in various Latin American countries as they work collaboratively to create their own recipes, using terms for a variety of ingredients.

Lesson 5a: Focused Activity–The Right Vocabulary Word
Clues within incomplete sentences point learners in the right direction as they fill in missing words selected from a lengthy list. Then, students will sort the terms into the appropriate categories: enfermo, comida, or ropa.

Lesson 5b: Focused Activity–Speaking to a Doctor
Reading scripted lines, in the role of either a patient or doctor, will provide students with a good opportunity for concentrated practice in speaking expressively.

Lesson 5c: Focused Activity–Listening for Answers
Encourage learners to listen attentively as you read a short story aloud, as they will later be writing answers to questions you pose about the fictional characters.

Lesson 5d: Level 4 Review: Jobs and Hobbies–Part 1
Today, in this first part of the final activity of Level 4, students will draw upon the broad spectrum of Spanish vocabulary and language skills they have learned as they research and prepare a report about a job and a hobby they would like to have in the future. Encourage students to think broadly as they plan the scope of their report and the presentation they will give during the next class session. Suggest that learners focus on aspects such as the history of the job or hobby, training required, typical workplace or hobby settings, and why the pursuits they aspire to seem so intriguing.

Lesson 5e: Level 4 Review: Jobs and Hobbies–Part 2
Wrapping up Level 4, learners will present the job and hobby reports they prepared during the previous class session.
Review of Verb Tenses

Review with students the meanings and formations of the verb tenses they have learned.

Simple Tenses

- **Simple Present**: El horno **está** caliente.
- **Simple Present Progressive**: La mujer **está comiendo**.
- **Simple (preterit) Past**: Yo **jugué** al fútbol esta mañana.
- **Imperfect Past**: Yo **jugaba** al tenis cuando era niña.
- **Simple Past Progressive**: Ellos **estaban comiendo** afuera.
- **Simple Future**: Será difícil arreglarlo.

Perfect Tenses

- **Present Perfect**: Ha viajado a muchos países.
- **Present Perfect Progressive**: ¡Han estado mirando televisión todo el día!
- **Pluperfect**: Él **había perdido** su animal de juguete, pero lo encontró.

Remind learners of alternative ways to indicate future actions using present tenses.

- El hombre **va a enviar** un paquete.
- **Se casan** en Rusia el mes que viene.
- Estuve en Guatemala el año pasado y **me voy de nuevo** el mes que viene.
- **Están por subir** la montaña.

Describing Events That Coincide

Point out to your students that **durante** and **mientras** are used when referring to events that happen at the same time.

**Durante** is a preposition that suggests the time period when an action is taking place. It is followed by a noun. The noun may be preceded by an article or adjective.

- Durante los cuatro días que estuve allí, me reuní con muchos hombres y mujeres de negocios.
- Comimos durante el partido.
- El leyó una revista durante el vuelo.

**Mientras** is a conjunction that also points to the duration of an action. It begins a dependent clause that has a conjugated verb.

- El paquete llegó mientras ellas cosían la frazada.
- Su amiga la llamó mientras miraba la película.

When the sentence begins with **mientras**, a comma separates the two clauses.

- Mientras estábamos en la lavandería, doblamos las sábanas.
- Mientras caminaba para el trabajo, su zapato se rompió.

Note that when speaking of simultaneous actions in the past, **mientras** is always followed by an imperfect verb.
Vocabulary
Taught or Reviewed:
antes
el bolsillo
coser
despúes
doblarn
la etiqueta
la lavadora
la lavandería
mientras
planchar
rasgar
la tintorería

Unit 4, Lesson 1, Part A
A Busy Day

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use words such as doblar, planchar, and coser when describing chores.
• Use household preparation terms to discuss family routines.

Materials:
Course Content
Two containers
Short slips of paper; two per student
Long strips of paper; one per student
Chore chart; one per student

Skill Builder
Drawing Conclusions

Prepare Ahead:
• Write verbs and nouns from this and previous Lessons on the short slips of paper (one word per paper), using the Course Content as a resource. Include singular and plural noun forms and different verb tenses for variety.
• Place the short slips with verbs in one container and those with nouns in the other. Have the long paper strips available for students.

1. Display the two containers and explain to your students that they will be writing sentences with the words they select.

2. After each learner draws a noun and a verb from the containers, distribute the long paper strips. Instruct students to write a sentence with the words they selected. For example:
   Ella trata de doblar el mapa.  Ella plancha su camisa.
   Ella rasgó el sobre cuando lo abrió.  Nuestra madre cose nuestra ropa.

3. Divide the class into Team A and Team B. Empty the containers and mark one as A, the other as B. Ask students to fold their long strips of paper and place them in the container for their team.

4. Explain that, simultaneously, a member of each team should select a sentence from his team’s container, read it, and then illustrate it on the board. Students will then guess their teammate’s sentence based on the sketch. Because the two teams will be guessing concurrently, remind learners to call out ideas only for their team. The student from each group who first guesses correctly is next to draw a sentence.

5. Select a student from each team to begin the round of play. Continue as time permits, or until one of the teams finishes first.

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

Busy Family

Prepare Ahead:
• Have a chore chart (see Step 3) for each student.

1. Lead a class discussion about the ways in which families spend their time on weekends. Point out that many families do chores on the weekends because there is more time available for such tasks. Brainstorm with your learners about chores that parents and children might do together on Saturdays and Sundays.

2. Divide the class into pairs of students, and explain that partners will be discussing the tasks that members of the González family are performing on a particular Saturday.

3. Distribute a copy of the following chore chart to each student:

<table>
<thead>
<tr>
<th>Un día con la familia González</th>
</tr>
</thead>
<tbody>
<tr>
<td>María (madre)</td>
</tr>
<tr>
<td>Mañana</td>
</tr>
<tr>
<td>Tarde</td>
</tr>
<tr>
<td>Noche</td>
</tr>
</tbody>
</table>

4. Have one partner write chores for the parents on his chart, while the other partner writes chores for the children on hers. Remind students to write their tasks in the appropriate spaces on their chore-chart grids. Encourage learners to use the vocabulary introduced in this Lesson.

5. When partners have finished writing their tasks, instruct them to exchange information by asking and answering questions to complete the blank spaces on their grids. For example:
   Alumno A: ¿Qué hizo Pedro el sábado por la mañana?
   Alumno B: Pedro lavó la ropa blanca el sábado por la mañana.
   Alumno A: (completes the grid with the information that Alumno B provided and asks) ¿Qué hicieron María y Pedro por la tarde?
   Alumno B: María cosió el bolsillo de un pantalón mientras Pedro metía la ropa en la lavadora.
   Circulate around the room to listen for correct word choice and pronunciation.

6. Direct partners to compare their completed charts with each other and make any necessary corrections. Advise students to keep their grids for the next Assessment activity.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Interpersonal

(Lesson continues on next page)
Unit 4, Lesson 1, Part A (continued)

Assessment

Saturday Report

1. Have learners use their chore-chart grids from the previous Extending the Text activity to compose a paragraph about the González family’s chores, describing the tasks each family member performed on Saturday. For example:
   Mientras la madre usaba el trapeador para limpiar el piso del baño, Ana puso los platos limpios que estaban en el lavaplatos en la alacena. Antes de sacar la basura, Pedro metió la ropa blanca en la lavadora. Después de doblar las servilletas, Lucas le trajo las sábanas a su mamá.

2. Ask several volunteers to read their paragraphs aloud, as you listen for correct pronunciation and verb-tense use.

3. Collect chore charts and paragraphs for evaluation.

    Bloom’s Taxonomy: Application
    Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 1, Part B
What to Wear?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write a dialogue about appropriate dress for different types of events, using terms for clothing and accessories.
• Discuss clothing choices for various occasions and offer their opinions about appropriate dress.

Materials:
Course Content
List of vocabulary from this Lesson; one per student
List of celebrations
Event cards
Index cards; one per pair of students
Sample script; two copies
Sheets of blank paper
Drawing materials

Quick-Start Review
Spectacular Sentences

Prepare Ahead:
• Use the Course Content to develop a list of words from this Lesson. Have a copy available for each student.

1. Review with students the various types of sentences they have learned in the Unit 4, Lesson 1 software Lesson. Write sentences such as these on the board:
   - Olvidó su billetera sobre su escritorio.
   - Ella se quita las botas.
   - Se lastimó la rodilla mientras jugaba básquetbol.
   - Los niños se ponen los calcetines.

2. Note new terms such as billetera, quitar, botas, mientras, and poner. Distribute vocabulary words and ask students to think of a new sentence, using their list for guidance. Call on several volunteers to tell their sentence to the class, as you add their entries to the list on the board.

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

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

Fashion Sense

Prepare Ahead:

• Create event cards by writing one occasion from the celebration list on each index card (see Step 3). Have an event card available for each pair of students.
• Have two copies of the sample script (see Step 2) available.
• Use the blank paper and drawing materials for this activity.

1. Lead a brief discussion about the types of clothing people wear in different settings (school, home, family events), noting appropriate dress for each situation.

Now would be an opportune time to introduce the word uniforme, especially if your students wear uniforms.

2. Divide the class into pairs of students, and explain that they will be working together to write a dialogue about someone who is helping another select appropriate clothing and accessories for a special occasion. For example:

   Alumno A: Tengo que ir a una boda. ¿Qué debería llevar?
   Alumno B: Usted debería llevar un vestido de seda negro y un bolso negro.
   Alumno A: Hay un problema. No puedo llevar mi vestido de seda negro porque está en la lavandería, ni puedo llevar mi bolso negro porque lo rasgué el otro día.
   Alumno B: ¡Tengo una idea! Puede llevar un pantalón negro y una camisa blanca.
   Alumno A: Hay un problema. No puedo llevar mi camisa blanca porque tengo que coserle el bolsillo.
   Alumno B: ¿Hay algún problema con la camisa azul y las botas negras?
   Alumno A: No. ¡Creo que esa es una buena idea! Llevaré el pantalón negro, la camisa azul y las botas negras.

3. Distribute event cards such as the following, one to each pair of students:

   - Una fiesta de bodas
   - Una fiesta de disfraces
   - Una fiesta de Año Nuevo
   - Una fiesta de la escuela
   - Un cumpleaños
   - Un desfile
   - Una reunión de trabajo
   - Un día de fiesta
   - Una fiesta en la playa

As learners begin writing their dialogues, advise them to use their vocabulary lists from the previous Quick-Start Review activity as a reference. Encourage students to also use clothing and accessory terms from earlier Lessons.

(Lesson continues on next page)
Unit 4, Lesson 1, Part B
(continued)

4. After students finish writing their scripts, distribute a sheet of blank paper and drawing materials to each pair. Have learners take a few minutes to illustrate the person in their dialogue who is dressed according to the fashion suggestions.

5. Advise students to keep their scripts and drawings for use during the following Assessment activity.

Assessment

The Fashion Corner

1. Using their scripts and drawings from the previous Curriculum Connection activity, students will take turns performing their dialogues and showing their illustrations to the class.

2. Conclude the activity with a brief discussion about the appropriate clothes and accessories for the events in students’ dialogues. Additionally, invite learners to offer their opinions of dress for various occasions, and to share personal experiences with types of clothing they wore for certain events.

3. Collect dialogues and drawings for evaluation.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Bloom’s Taxonomy: Evaluation
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 1, Part C
Expressing Preferences

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write a script about choices using o and no ... ni in the context of shopping, dining, and travel.
• Perform their own scripts and answer questions about the choices of characters in peers’ dialogues.

Materials:
Sample script; one copy
List of Lesson vocabulary; one per student

Skill Sharpener
A Day of Choices

Prepare Ahead:
• Copy the sample script (see Step 2) and then separate the scenes by cutting apart the sheet of paper. Each scene will be used by one pair of students.

1. In preparation for the following Engage and Explore activity, explain to your students that they will be practicing sample conversations about making choices during a shopping and restaurant trip.

2. Divide the class into pairs of learners and distribute one of the following scenes to each pair. Have pairs arrange themselves in chronological order (based on the time noted in their scene) at the front of the classroom. After groups decide who will take which speaking role, ask the 9:30 de la mañana pair to perform its dialogue, with others following suit, in order. If your class is larger than scripts provided, you may use the template and add similar situations with slight variations.
Sample script
9:30 de la mañana–Caminando hacia el supermercado
Alumno 1: ¿Cómo podemos ir al supermercado?
Alumno 2: Podemos ir en autobús o en subterráneo.
Alumno 1: Vamos a tomar el subterráneo.

10 de la mañana–Comprando un suéter
Alumno 1: ¿Qué debería comprar?
Alumno 2: Deberías comprar un suéter gris o un suéter verde.
Alumno 1: Voy a comprar el suéter verde.

10:30 de la mañana–Comprando un abrigo
Alumno 1: ¿Este abrigo es marrón o negro?
Alumno 2: No es marrón ni negro. Es azul.
11 de la mañana–Comprando una patineta
   Alumno 1: ¿Qué patineta debería comprar?
   Alumno 2: Deberías comprar la patineta morada o la patineta naranja.
   Alumno 1: Voy a comprar la patineta morada.

11:30 de la mañana–Comprando un regalo de cumpleaños
   Alumno 1: ¿Qué debería comprarle a mi hermano? Su cumpleaños es mañana.
   Alumno 2: Deberías comprarle bloques o un rompecabezas.
   Alumno 1: No le voy a comprar los bloques ni el rompecabezas. En lugar de eso le voy a comprar un animal de juguete.

1 de la tarde–Caminando para el restaurante
   Alumno 1: ¿Cómo podemos ir al restaurante?
   Alumno 2: Podemos ir en taxi o en autobús.
   Alumno 1: No vamos en taxi ni en autobús. Vamos caminando.

13:30 de la tarde–En el restaurante
   Alumno 1: Queremos almorzar. ¿Qué tiene?
   Alumno 2: Tenemos pizzas, sándwiches y pollo.
   Alumno 1: ¿Qué tipos de pizzas tiene?
   Alumno 2: Puede ordenar pizza con hongos o pizza con cebollas.
   Alumno 1: No ordenaremos pizza con hongos ni pizza de cebollas. En lugar de eso ordenaremos sándwiches.

14:30 de la tarde–A casa
   Alumno 1: ¿Cómo podemos ir a casa?
   Alumno 2: Podemos tomar el autobús o un taxi.
   Alumno 1: El taxi es muy caro. ¡Vamos a tomar el autobús!

3. After all have had a chance to speak, collect scenes and ask students to remain in pairs.

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

(Lesson continues on next page)
Engage and Explore
Writing About Choices

Prepare Ahead:
• Have a list of vocabulary words for each student.

1. With students in pairs as in the previous Skill Sharpener activity, distribute vocabulary lists and explain that they will be writing a script about a shopping and restaurant trip, similar to the one practiced earlier.

2. Advise learners to use their imaginations and describe the choices available to their characters throughout a typical day. Students should focus on using the terms o, no, and ni. Suggest that learners include brief conversations about going to a store, shopping for themselves, buying a gift for a family member, going to a restaurant, eating lunch, and going home.

3. While learners write their scripts, circulate around the room and answer questions about word use and grammatical structures.

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

Assessment
Speaking of Choices

1. Have pairs of students use their scripts from the previous Engage and Explore activity to perform their scenes for the class.

2. Remind learners to listen carefully during each performance because afterwards, you will ask the audience about the options that were available to the characters during select scenes, and about what they chose.

3. Collect scripts and evaluate.

<table>
<thead>
<tr>
<th>Bloom's Taxonomy: Synthesis</th>
<th>Multiple Intelligences: Interpersonal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Bloom's Taxonomy: Application</th>
<th>Multiple Intelligences: Verbal-Linguistic</th>
</tr>
</thead>
</table>
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about the care of clothing in their households, using terms such as lavadora, secadora, doblar, and planchar.

Learning for Life
Laundry List

Ask your students to write in their journals about their household routines for clothing care. Learners should include information about whether they have a washing machine and dryer at home, or if they take clothing to a laundromat or dry cleaner. Other details to include are laundry routines (sorting, folding, mending, ironing, frequency, days on which these chores occur) and the names of family members who are responsible for the different tasks involved in clothing care.
Causing and Assisting Other Actions

Explain to your students that *hacer* can be paired with another verb to signify the cause of the second verb’s action.

- Esta película los hace reír.
- El libro la hace llorar.
- Mirar fotos viejas siempre me hace sonreír.

When *ayudar (a)* is used in the same way, it indicates what or who assists the action of the second verb.

- ¿Me ayudas a doblar la ropa?
- Tu madre me ayudó a estudiar.

Point out that *hacer* and *ayudar (a)* are the conjugated verbs, while the second verb is in the infinitive form.

Finally, demonstrate how *hacer* is sometimes used with a predicate adjective instead of a second verb.

- Bailar me hace feliz.
- La lluvia los hace felices.

Using *Ser* to Express Made Of and Made In

Advise your learners that the verb *ser* is paired with other elements to form phrases that tell what an object is made of or where it is made.

*Ser* + *de* indicates the material used to create an item.

- Mi suéter y mi sombrero son de lana.
- Su billetera es de cuero.
- Los tenedores, cuchillos y cucharas son de plata.
- El vestido es de seda.

*Ser* + *hecho* + *en* refers to the location where an item is produced. Note that the adjective *hecho* must agree in gender and number with the noun it modifies.

- Estas muñecas fueron hechas en Rusia.
- Esta ropa fue hecha en la India.
- Este carro fue hecho en los Estados Unidos.

Remind learners that these sentences are in the passive voice. The subject receives, rather than performs, the action.
Unit 4, Lesson 2, Part A
Descriptive Words

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Describe objects and discuss where they were made and the materials they are made of.
• Use sensory verbs and adjectives to describe a hidden object.

Materials:
Objects made of various materials and of diverse origins (scarf, t-shirt, watch, makeup, deodorant, perfume, newspaper, magazine, towel, sunglasses, for example); one per student
Opaque bag; one per object listed above

Focus and Motivate
What Is It Made Of?

Prepare Ahead:
• Use the objects and bags for this activity.
1. Display the objects on your desk and have students take turns choosing and describing one using size, sensory, and material terms. For example:
   Este perfume es caro. La botella del perfume es pequeña y está hecha de vidrio.
   Estos anteojos de sol son de plástico y vidrio. ¡Estos anteojos de sol son modernos!
2. After each learner describes her object, she should place it in a bag.
3. Continue the activity until all have had a turn. Let your students know that they will be using these items again in the following Stretching the Imagination activity.

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

Stretching the Imagination
Creative Questions

1. Explain to your learners that they will be taking turns asking and answering questions to identify items that only one student can see.
2. Ask a volunteer to select a bag from the previous Focus and Motivate activity and, keeping the object inside it hidden from the audience, handle it so he is familiar with its identity and features.
3. Peers will then determine the identity of the object by asking questions that can be answered with sí and no. For example:
   ¿Es grande? ¿Puedo escribir con él? ¿Puedo usarlo cuando hace frío?
   ¿Es pesado? ¿Es de madera? ¿Puedo llevarlo en la cabeza?

4. After the audience asks several questions, your volunteer will then remove the object from the bag, display it, and briefly describe it. In his description, the student should mention the material that the item is made of, where it was made, and at least one characteristic. For example:
   Este bolígrafo es de plástico y aquí dice que fue hecho en China. Éste es un bolígrafo barato.
   Esta bufanda es de lana. La etiqueta dice que fue hecha en la India. ¡Es una bufanda muy grande!

5. Play continues as another student selects a bag and proceeds according to Steps 2, 3, and 4.

6. Conclude the activity when all have had a turn asking and answering questions and describing objects.

Assessment

Guess What?

1. Ask students to take a few minutes to think of an object they use every day. Learners should then write a one-paragraph description of this item (without mentioning it by name) that includes the material it is made of, where it was manufactured, and details such as size and color.

2. After students complete their descriptions, have them partner with a peer, read their paragraphs, and take turns guessing the items.

3. Collect paragraphs for evaluation.
Unit 4, Lesson 2, Part B
Looking Good

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify specific vocabulary words by asking and answering questions of their peers.
• Work collaboratively to write a story about routines using personal-grooming terms and various verb tenses.

Materials:
Vocabulary List A; one per student
Index cards; one per student
Hole punch
Length of yarn (approximately 24 inches); one per student
Vocabulary List B; one per student plus three additional copies
Container

Skill Sharpener
Back and Forth

Prepare Ahead:
• Have a copy of Vocabulary List A available for each student (see Step 2).
• Use Vocabulary List A as a source for writing Lesson terms on index cards (one term per card). Repeat terms as necessary, to be sure there is a card for every student.
• Create a “term tag” for each student by using the hole punch to make two holes in each index card, on the upper corners lengthwise. Thread the yarn through the holes and knot the ends.

1. Explain to your students that they will be working together to determine Lesson terms by asking and answering questions. Distribute term tags and have students wear them so that the index card hangs down their backs with the word showing. Advise students not to look at the word on their index card, since this is the term they will identify. Everyone else will be able to see the word, so students must rely on peers’ answers to their questions in order to correctly guess the target term.
2. Distribute a copy of Vocabulary List A to each student, and tell learners that they are wearing one of these words (and any others you may add) on their backs:
   aretes   lentes de contacto
   barba   maquillaje
   bigote   perfume
   desodorante   pulsera

3. Instruct learners to ask questions that can be answered with sí or no, and will help them determine their target term by eliminating other words on the list. These questions should describe an object without naming a specific vocabulary word (no gestures allowed). After peers reply to these questions, students can then cross off words on their lists that do not apply. For example, if Carla's word is **maquillaje** and Emilia's word is **barba**, the following question-and-answer exchange might occur:
   Carla: ¿Puedo llevarlo en mi brazo?
   Emilia: No.
   (Carla crosses out **pulsera** from her list.)
   Emilia: ¿Puedo llevarlo en las orejas?
   Carla: No.
   (Emilia crosses out **aretes** from her list.)
   Carla: ¿Puedo llevarlo en mi cara?
   Emilia: Sí.
   (Carla crosses off everything on her list except **barba**, **bigote**, and **maquillaje**.)

4. After peers ask two questions of each other, they should find another classmate and ask two more questions to further narrow their choices. When a student thinks he knows his word, he should circle the word on his list and sit down.

5. Call time after 10 minutes and have everyone look at their word. Survey the class to find out who guessed correctly.

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

(Lesson continues on next page)
Being Creative
Routine Writing

Prepare Ahead:
• Have a copy of Vocabulary List B available for each student (see Step 4).
• Using the three additional copies of Vocabulary List B, cut the sheets of paper into strips, with one word or phrase on each line. Be sure there are enough strips for pairs of students to select four different words or phrases.
• Fold paper strips and place them in the container.

1. Explain to your students that they will be working in pairs and using Lesson words to write a story about a fictional character who is getting ready for a party.

2. Provide an example by writing these words on the board: desodorante, teñir, anillo, lacio. Then, read the opening sentence:
   Mi nombre es Carlos Silva y me estoy vistiendo porque tengo una fiesta.
   Ask students how they might use the words on the board to tell a story about the way Carlos Silva gets ready for the party.

3. After volunteers share their ideas, read the following story:
   Mi nombre es Carlos Silva y hoy tengo una fiesta. Primero, teñiré mi pelo lacio de negro. Después me ducharé, me cepillaré los dientes y me pondré desodorante. Por último, me pondré mis jeans azules, un suéter rojo, calcetines grises, y botas marrones. Ayer encontré el anillo de mi novia en el carro. Ella va ir a la fiesta, así que le daré el anillo allí.

   This is an opportune time to point out the past, present, and future verb tenses that are used in the story.

4. Divide the class into pairs of students and pass around the container. After each pair selects four different words from the container, distribute a copy of Vocabulary List B to everyone:

   abotonar  el collar  el maquillaje
   afeitarse  corto/-a  maquillar
   el anillo  el desodorante  el perfume
   el arete  lacio  la pulsera
   la barba  largo/-a  rizado/-a
   el bigote  lente(s) de contacto  teñir

   Learners must use their four selected words in their story, and may also use words from the vocabulary list.
5. Have students select a main character and include her first and last names in the story, which should be at least eight sentences in length.

6. Allow time for students to write their stories. While learners are working, circulate around the room to monitor progress and answer questions about word use and sentence structure.

7. When pairs finish their stories, have them quietly rehearse reading them in preparation for the following Assessment activity. Learners should make sure that they each read an equal portion of the story.

Assessment

Read and Compare

1. Have pairs of learners read their stories aloud, in turn, with each partner participating.

2. After everyone is finished, ask students to take a few minutes to look at their stories and compare their own personal-grooming routines to those of their main characters. Lead a brief discussion about the similarities and differences between the two.

3. Collect stories and evaluate.
Unit 4, Lesson 2, Part C
Products and Materials

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

- Write the types of fabric that articles of clothing are made of, and use the term hecho en to identify the places where articles of clothing were manufactured.
- Create, label, and talk about a life-size paper doll with their favorite fashions and accessories, with a focus on the clothing fabric content.

Materials:
- Worksheet; one per student
- Sticky notes; several per student
- Length of butcher paper (approximately five feet); one per student
- Drawing and art materials

Jump Start
Where Is It Made?

Special Note: Before you teach this Lesson, distribute the worksheet in Step 1 to the class (one per student). Instruct learners to complete it prior to class.

Prepare Ahead:
- Note the places of manufacture and types of fabric of the garments that make up your wardrobe for the day of this Lesson.

1. Before this class session, distribute the following worksheet to each student for her to complete at home on the morning of this Lesson. Students should examine their clothing labels, and then write the names of the countries where the garments were made and what they are made of.

<table>
<thead>
<tr>
<th></th>
<th>Hecho/-a en</th>
<th>Es de</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camisa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suéter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pantalones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vestido</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Make two columns on the board with these headings: Hecho/-a en and Es de. Ask learners what countries are commonly associated with the clothing industry and write those country names on the board. Then, ask about the types of fabric that are used for clothing and write the names of those materials. Encourage students to use words learned in this Lesson: seda, algodón, lana, and cuero. Leave the Hecho/-a en column on the board for the following Being Creative activity.
This might be a good time to introduce the terms poliéster and acrílico, since many articles of clothing contain these materials.

3. Explain to learners that they will spend the next few minutes discovering what countries their clothing was made in and what the garments are made of. Model the activity by taking a sticky note and writing the name of the country in which your shirt was made and type(s) of materials it is made of. Place the sticky note on your shirt and say: “La etiqueta dice que esta camisa fue hecha en ______ y es de ______.” Continue until every article of your clothing is accounted for.

4. Distribute several sticky notes to each student and have her copy the information from her worksheet onto the notes (one sticky note per item of clothing). Learners should then place the notes on their respective pieces of clothing. Circulate around the room to answer questions.

5. When everyone is finished, have each student share one note with the class as you modeled in Step 3: “La etiqueta dice que esta camisa fue hecha en ____ y es de ____.”

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

Being Creative
Dressed Like a Doll

Prepare Ahead:
- Draw the outline of a human form on a length of butcher paper and decorate it with your favorite style of clothes. Next to each item of clothing, label the material it is made of.

1. Ask students about their favorite types of clothing and jewelry, what they are made of, and why they prefer certain styles. Refer to the list under the Es de heading you wrote in the previous Jump Start activity to remind students of the material terms. If necessary, add to the list.

2. Tell your students that they will be creating life-size “paper dolls” that wear clothing and accessories made of the materials they have studied in this Lesson. Display your paper doll to the class, and point out how you labeled its wardrobe according to the kinds of material each piece was made of.

(Lesson continues on next page)
Unit 4, Lesson 2, Part C (continued)

3. Distribute the butcher paper along with drawing and art materials. Have each learner draw an outline of a human form to create a paper doll. Students should then dress their dolls by drawing items of clothing. Encourage students to draw their favorite—and appropriate—styles and colors, taking care to label what the clothing is made of. Learners should use Lesson words at least once, but they are free to use other terms as well. Circulate around the room to observe the types of clothing being drawn as well as to answer questions.

4. After students are finished, tell them to keep their paper dolls available for the following Assessment activity.

   If workspace is limited in your classroom, you may wish to have students create smaller paper dolls, using sheets of legal-size paper.

**Assessment**

**Fashion Report**

1. Ask students to display and talk about the clothing they chose for their dolls and the types of fabric they decided would be most suitable. Quiz the audience for comprehension with questions such as: “¿De qué es el vestido de Karen?”

2. If possible, display the life-size paper dolls in the classroom for further inspection by the class.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
- Use household, jewelry, and daily-routine vocabulary to write sentences, create a quiz of scrambled sentences for peers, and form sentences from others’ quizzes.
- Write sentences about their weekly activities and read them to family members.

Materials:
Course Content
Vocabulary list; one per student
Worksheet; one per student

Classroom Community
In-Class Activity–Sentence Shuffle

Prepare Ahead:
- Use the Course Content to create a list of vocabulary terms from Lessons 1 and 2. Include different verb tenses. Have a list available for each student.
- Prepare three sample sentences to use as examples: one declarative, one interrogative, and one exclamatory.

1. Explain to your students that they will be creating a quiz for their peers in the form of scrambled sentences.

2. Write the following scrambled sentence on the board:
   gusta limpias mi tener cama. sábanas Me
   Work with the class to unscramble the sentence, to read:
   Me gusta tener sábanas limpias en mi cama.

3. Offer these sentences as additional examples:
   ¿Me ayudas a doblar la ropa, por favor?
   Espero que te guste este collar.
   Provide cues such as first-word capitalization and end punctuation, if necessary.

4. Distribute vocabulary lists and instruct students to write four complete sentences on a sheet of paper. Learners should then, on a second sheet of paper, write the scrambled versions of their sentences, leaving several lines of space between each one.

5. When everyone is finished, have students place their answer keys face down on their desks, find a partner, and trade their scrambled sentences. Allow time for learners to unscramble their partner’s sentences and write the intact versions underneath the jumbled forms.
6. Students should then return their completed sentences to their partners. After learners check the sentences against their answer keys, they should make corrections as needed. Conclude the activity by asking students to read their sentences to the class.

Have students retain their vocabulary lists for use in the following Community Connection activity.

Community Connection
Out-of-Class Activity–Weekly Activities

Prepare Ahead:
• Have copies of the worksheet available for each student (see Step 2).

1. Explain to students that they will spend one week keeping track of various household activities and items they learned about in Lessons 1 and 2. For example:
   El sábado metí las toallas en la secadora. Las toallas eran de algodón.
   El domingo ayudé a mi hermana a doblar las servilletas para la cena. Las servilletas fueron hechas en la India.
   El lunes llevé aretes, un collar y una pulsera a la escuela. Estas joyas eran de plata.

2. Distribute the following worksheet to each student:

   El sábado _________________________________________________________________
   El domingo ________________________________________________________________
   El lunes __________________________________________________________________
   El martes _________________________________________________________________
   El miércoles  ______________________________________________________________
   El jueves _________________________________________________________________
   El viernes _________________________________________________________________

Have students take their worksheets home for the week, and remind them to refer to their vocabulary list from the previous Classroom Community activity for assistance.

3. When the week is over, tell students to share their sentences, in Spanish, with their family. Then, have students bring their papers back to class to share with peers. Conclude the activity with a classroom discussion about students’ activities and observations.

4. Collect the worksheets for evaluation.
Unit 4, Lesson 2, Part E
Journal Activity–What Makes You Happy?

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write in their journals about an activity that makes them happy, using the expression me hace feliz.

Reflection
What Makes You Happy?

1. Remind students about the following sentences they recently learned:
   - Bailar me hace feliz.
   - Jugar con niños me hace feliz.
   - Esta película me hace feliz.

2. Ask students to take a few minutes and think about their answers to the following questions:
   - ¿Qué te hace feliz?
   - ¿Por qué te hace feliz?

   Learners should then record their answers in their journals, making sure to include three reasons why an activity makes them happy. Have students finish their entries by reminiscing, in writing, about the last time they were involved in that activity.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to research, write, and present reports using hecho/-a en to talk about products made in various countries.

Materials:
World map
Internet sources and print media about target countries
Sheets of poster board; one per group
Art materials

Connecting to Culture
Imports and Exports

1. Lead a class discussion about products made in various countries, such as German chocolate and Japanese cars. Introduce and discuss the meanings of the terms exportar and importar. Mention the types of products imported to and exported from various countries (clothing, jewelry, food), and ask students to suggest other such products. Ask a volunteer to write the names of the products on the board during the discussion.

2. Explain to your students that they will work in groups to research, write, and present information about the products associated with various countries. Each group will be assigned to research a single country and prepare and present a report on products made there, items imported, and items exported.

3. Divide the class into groups of four students. Assign each group one of these countries:

<table>
<thead>
<tr>
<th>Alemania</th>
<th>Egipto</th>
<th>Italia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>España</td>
<td>Japón</td>
</tr>
<tr>
<td>Brasil</td>
<td>Estados Unidos</td>
<td>México</td>
</tr>
<tr>
<td>China</td>
<td>Francia</td>
<td>Reino Unido</td>
</tr>
<tr>
<td>Colombia</td>
<td>India</td>
<td>Rusia</td>
</tr>
</tbody>
</table>

Suggest that learners refer to the list of products on the board for ideas, but tell them not to limit their reports to the products in the list, as each country has its own unique set of products. Encourage groups to enhance their reports with maps and illustrations.

(Lesson continues on next page)
Unit 4, Lesson 2, Part F (continued)

4. Be available to answer questions and define unfamiliar words as students conduct their research. Have poster board and art materials available for learners who wish to use illustrations during their presentations. Remind students that each group member must participate in every facet of the presentation.

5. Allow time for learners to research, document, and illustrate their reports, as well as to rehearse their presentations.

6. Groups should then, in turn, present their projects to the class, with each group member relating a portion of the report.

7. Display posters for all to admire, and collect reports for evaluation.

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

Discuss with your students the ways of stating the duration of an action that began in the past and continues to the present:

One way is to use a verb in the present perfect tense followed by desde (que) and a starting point (present perfect verb + desde (que) + starting point).

- Ellas han estado cocinando desde las 5 de la mañana.
- Ellos han vivido en esta casa desde 1975.

Advise your learners to use que when introducing a subordinate clause.

- Ella ha estado tosiendo desde que llegó esta mañana.
- Yo he estado jugando al hockey desde que tenía siete años.

A second way is to use a present perfect verb with a length of time (present perfect verb + length of time).

- Ha estado volando su cometa toda la tarde.
- He tenido fiebre todo el día.
- He estudiado toda la semana para el examen.

Note that in both of these constructions, the present perfect verb may or may not have a progressive aspect.

A third construction for describing duration combines the verb hacer with a length of time. When followed by a present tense verb (hacer + time + que + present tense verb), this form indicates an action’s duration until the present.

- Hace tres horas que estoy estudiando.
- Hace tres semanas que estamos de excursión.
- Hace siete meses que trabajan en esta tintorería.
- Hace tres mil años que está muerto.

To indicate how long ago something happened, change the present tense verb to past tense (hace + time + que + past tense verb).

- Hace tres días que el doctor me quitó el yeso.
- Hace dos horas que me fracturé el brazo.

When the word order is reversed (past tense verb + time + hace), omit que.

- Nosotros nos casamos hace cincuenta años.
- Yo vivía en Asia hace diez años.
- La gente de Europa llegó a América del Norte hace más de quinientos años.
Persistent and Non-Persistent Conditions

Explain to learners that the adverb *todavía* can be used to signal a condition that began in the past and continues to the present.

- Aunque ahora soy un adulto, todavía me gusta jugar con los videojuegos.
- ¿Todavía estás durmiendo?
- Te quité el yeso, pero tu pierna se está curando todavía.
- Si todavía tiene fiebre mañana, llámeme.

Point out that in a negative sentence, the adverbial phrase *ya no* indicates that the condition was true in the past, but is not true now.

- Antes tenía barba, pero ya no la tengo.
- Hace tres días ella estaba enferma, pero ya no.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Identify illnesses and injuries from peers’ actions and drawings.
• Discuss and compare the maladies of a fictional character.

Materials:
List of Lesson terms; four copies
Four containers
Sheets of unlined paper (11”×14”); one per student
Drawing materials

Quick-Start Review
What’s My Malady?

Prepare Ahead:
• Cut the four copies of Lesson terms (see Step 1) into slips of paper (one term each), fold them, and place a set into each of the four containers. Add a folded blank slip of paper to each container.
• Write the Lesson terms in Step 1 on the board.

1. Begin the activity with a choral reading of the terms that are listed on the board:
   - brazo fracturado
   - cara hinchada
   - estornudar
   - fiebre
   - le pica
   - pierna fracturada
   - tener náuseas
   - toser

2. Explain to your learners that they will be taking turns pantomiming the above terms while others guess their actions.

3. Model the activity. After students have guessed correctly, display the containers and tell the class that there is a blank slip of paper in each. If someone draws this paper, she may act out any word she has learned in a previous Lesson (correr, doblar, nadir, planchar).

4. Divide the class into four groups. Distribute a container to someone in each group; the four students who are holding them begin the round of play.
5. Circulate around the room to provide encouragement and ensure that each student is participating in the activity.

6. Continue as time permits or until the containers are empty.

*Keep the list of Lesson terms on the board for the following Extending the Text activity.*

**Bloom's Taxonomy: Application**

**Multiple Intelligences: Bodily-Kinesthetic**

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**Extending the Text**

**Describing Pedro**

**Prepare Ahead:**

- Use the sheets of paper and drawing materials for this activity.

1. Divide the class into pairs of students. Distribute two sheets of paper and drawing materials to each duo.

2. Have each student fold his sheet of paper in half and then open the page. He should then write the following headings, one on the left half and one on the right:

   - Éste es Pedro por la mañana.
   - Éste es Pedro por la noche.

3. Explain to your learners that they will be drawing two pictures of a fictional character named Pedro, one under each heading. Pedro should exhibit the maladies that are listed on the board, but each drawing should be slightly different. For example, the drawing on the left could show Pedro's arm as swollen, but the drawing on the right would show his arm as itchy. In their drawings, students should also include items that are associated with injury or illness (*muletas*, *termómetro*, *yeso*). Advise learners that there should be at least four differences between the two pictures.

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**Word of the Day:**

*el sarpullido*
4. Allow five minutes for students to draw. Once they are finished, instruct learners to fold their papers so that the pictures face outward. Partners should then exchange papers and view the drawing under the *mañana* heading for a minute or so, to memorize Pedro and his maladies.

5. Students should then view the second picture for a minute or so and, without looking at the first picture, notice the differences between the two drawings. Once time is up, have students take turns reporting their findings to their partners, who may either corroborate or correct the observations. For example:
   - Alumno A: Por la mañana, Pedro tenía un sarpullido en el brazo derecho. Ahora tiene el brazo derecho hinchado.
   - Alumno B: ¡Sí!
   - Alumno A: Por la mañana, Pedro tenía un ojo hinchado. ¡Ahora tiene los dos ojos hinchados!
   - Alumno B: ¡Sí!

6. When all are finished, have each student write a four-sentence description of one of his drawings to share during the following Assessment activity.

**Assessment**

*Which Pedro?*

1. Using their drawings and descriptions from the previous Extending the Text activity, learners will take turns presenting to the class. Students should display both of their pictures of Pedro while reading their sentences. The audience will then guess which drawing matches the presenter’s description.

2. Collect drawings and descriptions for evaluation.
Vocabulary Taught or Reviewed:
desde enfermo/-a
la fiebre
tos
ya no

Unit 4, Lesson 3, Part B
Discussing Life Experiences

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use todavía and ya no to write about facts in their lives that still apply to them, and others that
do not apply to them anymore.
• Discuss similar and different life experiences with their peers.

Materials:
Course Content
List of sentences; one per group
Container; one per group
Slips of paper

Jump Start
Still Speaking

Prepare Ahead:
• Use the Course Content to create a list of 10 sentences similar to those in Step 3. Have a list
available for each group.
• Cut apart, in strips, sheets of paper with the words todavía and ya no; enough for every group
to have four of each word. Fold papers and place in containers.

1. Explain to your students that they will be constructing sentences with the words todavía or ya no.

2. Model the activity by writing the following sentence on the board:
   Ayer tuve fiebre.
   Read the sentence aloud, and then select a slip of paper from one of the containers. Read this
word to the class and then say the sentence again, this time with todavía or ya no:
   Hoy todavía tengo fiebre.
   Ya no tengo fiebre.

3. Divide the class into groups of four students. Distribute a container and sentence list to each
group. The list could include sentences such as the following:
   Estudio francés.
   Me gusta jugar al hockey.
   He estado mirando la televisión por dos horas.
   Me gusta jugar con los videojuegos.
   Instruct learners to take turns reading a sentence from the list, drawing from the container,
reading the word on the slip of paper, and saying the sentence again with todavía or ya no.

4. Circulate around the room to monitor pronunciation and correct word use. Continue the activity
as time permits.

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

What Do You Do Now?

Prepare Ahead:
• Write sentences to share with the class, some about events or characteristics that still apply to you, and others that do not apply anymore (See Step 1).

1. Begin the activity by reading sentences such as the following, which describe details in your life that still apply to you and others that do not apply anymore.
   Cuando era joven yo nadaba todos los veranos.
   Yo todavía nado todos los veranos.
   Yo tenía el pelo largo, rubio y rizado. Ya no es largo, rubio ni rizado. Ahora es corto, negro y lacio.

2. On the board, write the sentences that you just read aloud. Note features such as verb tenses, sentence structures, use of negation, and the terms todavía and ya no.

3. Explain that learners will be creating their own sentences, describing three details in their lives that still apply to them, and three that do not apply to them anymore.

4. Lead your students in a brief brainstorming session about their life experiences, in which you list actions and traits on the board that are either in the Todavía column or the Ya no column. For example:

<table>
<thead>
<tr>
<th>Todavía</th>
<th>Ya no</th>
</tr>
</thead>
<tbody>
<tr>
<td>aprender español</td>
<td>caminar a la escuela</td>
</tr>
<tr>
<td>andar en bicicleta</td>
<td>tener el pelo corto</td>
</tr>
<tr>
<td>caminar a la escuela</td>
<td>tener el pelo largo</td>
</tr>
<tr>
<td>desayunar todos los días</td>
<td>jugar con animales de juguete</td>
</tr>
</tbody>
</table>

5. Instruct students to begin working on their sentences, and be available to answer questions or offer guidance.

6. Have students retain their sentences for use during the following Assessment activity.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

(Lesson continues on next page)
Assessment

**Shared Histories**

1. Divide the class into groups of four students, and have students take turns reading their sentences from the previous *Curriculum Connection* activity to their partners.

2. As learners read their sentences, encourage group mates to ask questions about their entries and discuss the similarities and differences in their life experiences (same types of toys, different sports, same length of hair).

3. When all have finished reading and discussing their sentences, conclude the activity by talking about the similarities and differences students discovered.

4. Collect sentences for evaluation.

![Bloom’s Taxonomy: Analysis](image)

![Multiple Intelligences: Interpersonal](image)
Unit 4, Lesson 3, Part C
The Healing Touch

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write their diagnosis of a medical condition using terms for symptoms and solutions.
• Describe symptoms to peers and ask questions to determine a patient’s ailment.

Materials:
Index cards; one per student
Worksheet; one per student

Skill Sharpener
Name That Symptom

Prepare Ahead:
• On one side of the index cards, write the sentences that are listed in Step 2 (one sentence per card).
  Label the other side of the cards according to the heading above each list. Be sure each student has either a symptom or a diagnosis card that is a direct match with another student’s card.

1. Write the following sentence on the board, and ask students to help you determine the cause of your symptoms:
   Cuando visito a amigos que tienen perros, siempre estornudo.
   Encourage students to call out their diagnoses until someone says that you are alérgico to dogs.

   Now might be an opportune time to introduce the terms síntoma and diagnóstico.

2. Explain to your students that they will be seeking matches among their peers for their own symptoms or diagnoses, using the following sentences:

   Síntoma
   No puedo escribir porque tengo un yeso.
   Mi cabeza está muy caliente.
   Si como mariscos tendré náuseas.
   Tengo que caminar con muletas.
   Las plantas me dan sarpullido.
   Tengo 38 de temperatura.
   Estornudo cuando estoy cerca de los gatos.
   Ya no tengo fiebre.

   Diagnóstico
   Tu brazo está fracturado.
   Tienes fiebre.
   Eres alérgico.
   Tu pierna está fracturada.
   Eres alérgico.
   Tienes fiebre.
   Eres alérgico.
   Estás sano.
3. Distribute a card to each student and have him read his sentence and note whether he has a symptom or a diagnosis. Then instruct learners to find the peer who has the corresponding symptom or diagnosis, by talking to each other and comparing cards. When pairs of students have made a match, have them sit down.

4. Continue the activity until all have found their matching sentences.

**Bloom’s Taxonomy:** Analysis
**Multiple Intelligences:** Naturalist

**Engage and Explore**

**Doctor for a Day**

**Prepare Ahead:**
- Use the sample form in Step 2 to create a worksheet with space for students to assess and diagnose two patients. Have a worksheet available for each student.

1. Remind your students about the **Skill Sharpener** activity they just completed, in which they matched symptoms and diagnoses.

2. Now, ask students to imagine that they are doctors who are writing notes about their patients’ conditions. Display the following document as an example of the type of form that students will be completing for their patients:

   **Nombre del paciente:** María Velázquez
   ¿Tiene fiebre? No  ¿Le pica...? No
   ¿Tiene tos? No  Brazo: ____
   ¿Estornuda? No  Pierna: ____
   ¿Tiene náuseas? No  ¿Tiene hinchado? Sí
   ¿Tiene sarpullido...? No  Ojo: No
   Cara: ____  Brazo: No
   Brazo: ____  Pierna: Sí
   Pierna: ____

   **Síntomas y Diagnóstico:** María dijo que se cayó de la bicicleta esta mañana. Su pierna derecha está hinchada y dijo que le dolía. La pierna de María está fracturada, así que le puse un yeso. María debe caminar con muletas hasta que su pierna se cure.

   *Take this opportunity to introduce the word paciente.*

   (Lesson continues on next page)
Unit 4, Lesson 3, Part C (continued)

3. Tell your students that they are now ready to write their own notes about two patients. Students should decide what their patients’ ailments are before they fill out their worksheets. For example, if a student decides that his patient is sick and needs medicine, then he would write *sí* by the questions ¿Tiene fiebre?, ¿Tiene tos?, and ¿Estornuda?.

4. Distribute to each student a blank worksheet that is similar to the one in Step 2, with space available for two patients. Allow time for learners to complete their forms.

5. Have students retain their worksheets for use during the following Assessment activity.

Assessment

**Clue Me In**

1. Divide the class into pairs of students. Using her worksheet from the previous *Engage and Explore* activity, each student should reveal a patient’s symptom to her partner one at a time, until the partner guesses the diagnosis. For example:
   - Alumno 1: La pierna de María está hinchada.
   - Alumno 2: ¿Es alérgica a los animales?
   - Alumno 1: No. María se cayó de la bicicleta.
   - Alumno 2: ¿Su pierna está fracturada?
   - Alumno 1: Sí, su pierna está fracturada.

2. Circulate around the room to monitor students’ comprehension of the questions and answers. Continue the activity until everyone has guessed his partner’s diagnoses.

3. Collect worksheets for content evaluation.

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Naturalist

Bloom’s Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 3, Part D
Journal Activity–The Way to Wellness

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about a time when they returned to wellness by describing the steps they took to alleviate their symptoms of poor health.

Reflection
The Way to Wellness

1. Ask your students to recall a time when they were sick, dealt with allergies, or had a broken arm or leg.

2. In their journals, learners should then write about their symptoms and describe the ways in which they restored their good health (going to the doctor, eating soup, taking medicine, wearing a cast, using crutches). Encourage students to also describe the actions of family members or friends who helped them during this time.
Unit 4, Lesson 3, Part E
Enrichment Activity—When You’re Sick

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
   • Use health and medical vocabulary to create an informational booklet, video, or slide presentation about school- or home-based medical services.

Stretching the Imagination

When You’re Sick

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 to create an illustrated booklet, video, or slide presentation on one of these topics:

   Cuando estás enfermo en la escuela
   Students should interview the school nurse, and consult sources of pertinent information such as school-policy handbooks. Then, in the booklet, video, or slide presentation they create, students should use what they learned in their research to describe health and medical care at your school. Suggest that learners may wish to include information such as: location and hours of the nurse’s office, reasons to visit the school nurse, when to stay home from school, medication policy (whether, for example, students are allowed to carry medicines or if the nurse must keep and administer them), average number of patients per day, reasons for most visits, and suggestions for staying healthy.

   Cuando estás enfermo en casa
   Learners should ask their parents what they should and should not do when they feel sick at home. Then, in the booklet, video, or slide presentation they create, students should use what they learned in their research to describe the various ways to care for someone who is sick. Learners should also include information about situations that warrant a call to a doctor, and those that necessitate dialing 911.
Una visita al doctor
Students should use library and Internet resources, and interview a medical professional, to
determine how to benefit most from an appointment with a doctor. Then, in the booklet, video,
or slide presentation they create, students should use what they learned in their research to
explain pointers such as: how to prepare for a visit to a doctor; what to bring; what questions
to ask; how to discuss diagnoses, medications, and treatments; what to do if you don’t
understand something a doctor or nurse says; and what to do after the appointment.

Encourage learners to enhance their projects with illustrations, maps, and charts. Be available to
help learners with unfamiliar words they encounter in their research.

2. Direct students to conduct their research independently, and to take careful notes as they collect
facts and plan their project. Meet with each student on a regular basis to review his notes and
discuss the progress of his booklet, video, or slide presentation.

3. When students have completed their projects, have them present their creations to the class.
Encourage the classroom audience to ask questions.

*You may wish to recommend that students’ projects be displayed in the school nurse’s office.*
Negating Multiple Items

In Spanish, the adverb no and the conjunction ni are used to negate multiple items, much as neither and nor are used in English. There are several ways to form the negations.

To negate multiple objects of the verb, place no before the verb, and place ni before the last object in the series.

La mujer no lleva calcetines ni zapatos.  
No pueden doblar a la izquierda ni a la derecha.

Some Latin American Spanish speakers place ni before each object in the series.

La mujer no lleva ni calcetines ni zapatos ni abrigo.  
No nos gustan ni los refrescos ni el café ni el té.

To negate multiple subjects of a sentence, place ni before each subject.

Ni ella ni él están en la biblioteca.  
Ni el radio ni el televisor funcionan.

Describing Food Using Past Particiles

Explain to your students that many foods are described by the way they are prepared or the state they are in at a given moment. Use a past participle verb as an adjective after the name of the food.

Remind your learners that on most occasions, Spanish adjectives agree in both gender and number with the nouns they modify.

La carne de cerdo asada es mi comida favorita.  
El pollo frito es rico.  
Vamos a hacer huevos hervidos. ¿Quieres?  
No comimos la carne quemada.  
Ellos ordenaron papas asadas.  
Lo siento. Sólo tenemos pescado congelado.
Unit 4, Lesson 4, Part A
Finding Foods

After completing this Rosetta Stone® Lesson and today's activities, students will be able to:
• Work collaboratively to write sentences for print advertisements that entice shoppers to buy foods sold in the dairy, meat, and produce sections of grocery stores.
• Present their advertisements to the class and offer positive feedback about peers' advertisements.

Materials:
Grocery-store advertisement flyers; one per student
Sheets of poster board; one per group
Art materials

Jump Start

Food for Thought

Prepare Ahead:
• Have a grocery-store advertisement flyer available for each student.

1. Write the term Supermercado at the top of the board and, underneath it, the following three headings:
La Sección de Productos Lácteos
La Sección de Carnes
La Sección de Frutas y Verduras

2. Distribute flyers and have students search for, and identify, items that are found in each section listed on the board. Then, starting with La Sección de Productos Lácteos, ask students to tell you the names of the foods that belong under this heading. For example:
   helado
   leche
   postre
   queso

3. Add words to the remaining two headings, and conclude the activity with a choral reading of the terms on the board.

This may be a good opportunity to introduce the word aviso.

Have students retain their flyers for the following Learning for Life activity. Keep the lists on the board as well.

Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist
Learning for Life
Food for Sale

Prepare Ahead:
• Have poster boards and art materials available for each pair of students.

1. Begin the activity with a brief discussion about the ways in which advertisers convince customers to buy products (brightly colored images, words that describe items in their best light, sale prices). Then, explain to your learners that they will be working in pairs to create advertisements for grocery stores.

2. On sheets of poster board, students will write sentences that entice shoppers to buy products from the dairy, meat, and produce sections. Learners should also decorate their posters in ways that may attract customers, with colorful drawings and cuttings from the flyers they used in the previous Jump Start activity.

3. Divide the class into pairs of students, and have partners bring their flyers to their work areas. Read the following examples of the types of sentences students might write for their advertisement:

   ¡Venga a comprar al Tomate Rojo! ¡Hoy hay descuento en la sección de frutas y verduras!
   Las bananas están maduras, los tomates frescos y las ensaladas listas para comer.

4. Allow several minutes for pairs to think of a name for their grocery store, and then direct them to read their flyers and the lists on the board for ideas about the sentences they will be creating. Advise students to write a minimum of two sentences for each of the three grocery sections.

5. After learners write a draft of their sentences, distribute a sheet of poster board to each pair. Have partners divide these sheets into thirds, one for each of the three sections listed on the board.

6. Students should then write the final copies of their sentences on the posters and decorate them with drawings and clippings from the flyers. Circulate around the room to answer questions and monitor progress.

7. Direct learners to retain their advertisements for presentation during the following Assessment activity.

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

(Lesson continues on next page)
Unit 4, Lesson 4, Part A
(continued)

Assessment
Food for All

1. Have pairs of students use the posters they created during the previous Learning for Life activity to present their grocery-store advertisements to the class. Partners should take turns reading their sentences that promote products in the dairy, meat, and produce sections.

2. After each presentation, ask the audience to name two or three features they enjoyed about the advertisement.

3. After collecting posters for sentence evaluation, display them for all to admire.

⏰最高分
Bloom’s Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 4, Part B
Recipes for Success

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write scripts about food preparation, using recipe terms such as asado/-a, hervido/-a, and frito/-a.
• Perform a script for their peers and discuss favorite foods that they have prepared and enjoyed.

Materials:
Sample script; three copies

Skill Sharpener
Meal Ideas

1. Have your students imagine that they are opening a restaurant that serves meals with pollo as the main ingredient. Develop a class list of items that might appear on the menu by writing students’ ideas on the board, which may include the following:
   - pollo asado con papas hervidas
   - pollo asado con papas asadas
   - pollo asado con cebollas asadas
   - pollo frito con salsa de tomate
   - pollo frito con verduras hervidas

2. Conclude the activity by briefly discussing students’ familiarity with these meals, their preferences (likes and dislikes), and opportunities to prepare them.

3. Keep the list on the board for the following Curriculum Connection activity.

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

Cooking with Class

Prepare Ahead:

• Have three copies of the sample script (see Step 1) available.

1. Divide the class into groups of three students, and explain that learners will be working together to write a script for a cooking show. In their dialogue, students will role-play chefs who are teaching the audience how to prepare a dish. Ask three volunteers to read the following sample script:

   Alumno A: Hoy vamos a cocinar pollo frito con verduras. Vamos a necesitar una taza de aceite, un pollo grande, muchas verduras y cuatro tazas de agua. También vamos a necesitar una sartén y una olla.

   Alumno B: Primero lavamos el pollo y cortamos las verduras.

   Alumno C: Después, ponemos el aceite en la sartén y el agua en la olla.

   Alumno B: Cuando el aceite esté caliente ponemos el pollo y cuando el agua hierva, ponemos las verduras.

   Alumno C: ¡Cuidado con el aceite que está caliente!

   Alumno B: Si dejamos el pollo en la sartén por más de diez minutos se quemará.

   Alumno C: Por último, sacamos el pollo de la sartén y las verduras del agua. ¡Listo para comer!

2. Tell your learners that each group member will play an important role, with Student A reading the ingredients and items needed, and Students B and C reading the preparation process. Groups may either select a meal from the list on the board, or use a different entrée as the basis for their dialogue. Remind students to use vocabulary from this and previous Lessons in their scripts.

3. Circulate around the room while students work, to answer questions and offer ideas. Allow time for trios to rehearse their scripts in preparation for the following Assessment activity. Encourage learners to practice pantomiming the actions.

Assessment

Now You’re Cooking!

1. Have each group of students perform the scripts they created during the previous Curriculum Connection activity.

2. After each group’s presentation, ask the trio if they have ever cooked or eaten the dish they demonstrated, or if a family member or friend has made the recipe. When all are finished, conclude the activity with a brief discussion about students’ favorite meals to prepare or enjoy.
Unit 4, Lesson 4, Part C
Meal Preferences

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Work collaboratively to write scripts using terms for restaurant etiquette and combinations of pizza toppings.
• Perform their restaurant scenarios for peers and discuss different types of pizzas they might order in the future.

Materials:
Sample script; three copies

Quick-Start Review
Pizza Preferences

1. Write the word *pizza* at the top of the board, and list underneath your favorite combination of toppings (*pollo y verduras asados*). Then, lead a brief discussion about the types of pizza that students enjoy. As your learners name toppings they prefer (*con hongos, sin cebollas, tanto con hongos como con cebollas*), write their suggestions on the board.

2. After the class has created a long list of preferences, have students talk about whether they like to make pizza at home, eat it in a restaurant, or order pizza to go.

3. Keep the list on the board for the following Learning for Life activity.

*You may find it helpful to introduce the term para llevar (as it pertains to carry-out food).*

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

Learning for Life
Culinary Conversations

Prepare Ahead:
• Have three copies of the sample script in Step 1 available.

1. Explain to your students that they will be working in small groups to write a script about ordering and eating pizza in a restaurant. Select three volunteers to read the following sample script:

Mesera: ¿Cuántas personas son?
Susana: Dos, por favor.
Mesera: Siganme, por favor.
(Susana y Miguel se sientan a la mesa.)
Mesera: ¿Qué les gustaría ordenar?
Susana: Me gustaría ordenar una pizza vegetariana y una lata de refresco.
Miguel: A mí gustarían tanto verduras como carne en mi pizza, por favor.

(Llegan las pizzas y los refrescos.)
Mesera: ¿Cómo está la pizza?
Susana y Miguel: Están muy buenas, gracias.
Mesera: ¿Les gustaría ordenar algún postre?
Susana: Tanto Miguel como yo queremos helado.

(Llega el helado.)
Mesera: ¿Quiere la cuenta?
Miguel: Sí, por favor.

2. Divide the class into groups of three students. Tell the class that their scripts should be at least 10 lines in length. Remind students about the list on the board and encourage them to use these phrases in their scenarios.

3. Allow time for groups to develop their scripts. Circulate around the room to answer questions and offer suggestions. Students who finish early should rehearse their lines in preparation for their presentations during the following Assessment activity.

Assessment
Pizza Presentations

1. Using the scripts they created in the previous Learning for Life activity, groups should take turns performing their scenarios for the class. After the presentations, lead a brief discussion about the types of pizzas that were new to students, and whether or not they would consider ordering those toppings in the future.

2. Collect scripts for evaluation.
Unit 4, Lesson 4, Part D
Review

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about products that are available or on sale in various sections of a grocery store.
• Discuss with older family members the ways in which their families shopped for groceries and cured ailments when they were children.

Classroom Community
In-Class Activity—Amazing Announcements

1. Write the following as headings on the board:
   Sección de productos lácteos
   Sección de carnes
   Sección de frutas y verduras
   Farmacia
   Café

   Lead a brainstorming session by asking students to take turns calling out words for you to add underneath each heading.

2. Explain to your learners that they will use the lists on the board to write two paragraphs that they might read as announcers on a grocery store’s intercom system. This information should highlight the products that are found in each of the five sections, so shoppers will know what is available and on sale.

3. After students think of a name for their grocery store, invite them to be as creative as possible in their descriptions by using a variety of words from current and previous Lessons. For example:
   ¡Bienvenidos a la tienda Los Hermanos Perez! Todas las frutas y verduras tienen descuento. Las naranjas están maduras y los tomates están frescos. En la sección de carnes vendemos carne de cerdo, carne de cordero, pollo y carne de vaca lista para asar o cocinar. ¡Acuérdate que la leche, el queso y los huevos tienen descuento también!
   En la farmacia, usted encontrará diferentes tipos de medicinas para la tos o los estornudos. Los termómetros y las muletas tienen descuento. Si quiere tomar café, té, leche, jugo o refresco, visite nuestro café. ¡La torta de manzana tiene descuento esta semana!

4. Allow time for students to write their announcements. When all are finished, have everyone take turns reading their paragraphs in a radio announcer’s style, with clear diction, a natural pace, an expressive voice, and a pleasing volume.

5. Have students keep their announcements for use during the following Community Connection activity.
Community Connection

Out-of-Class Activity–Eating Healthy, Staying Healthy

1. Direct students to take home the paragraphs they wrote during the previous Classroom Community activity and read them to their families, in the announcer’s voice they used earlier.

2. Learners should then ask older family members (using their home language or Spanish) to share memories about the ways in which they shopped for groceries when they were children. Encourage students to invite their families to talk about prices, product availability and use, and any home remedies they might have used to treat ailments such as coughing, sneezing, or nausea.

3. Students should write down, in Spanish, the information they learned from their families and bring it to the next class session for evaluation.
Unit 4, Lesson 4, Part E
Journal Activity–Chef for a Day

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Write about making a meal, using food-preparation and cooking terms.

Learning for Life
Chef for a Day

1. Have your students take a few minutes to think about a meal they would like to prepare. Learners should then describe, in their journals, the way in which they would go about cooking this meal.

2. Encourage students to use as many food terms as possible in their entries. Learners should also use words such as verter and revolver when explaining the procedures (asar, freír, hervir, hornear) for preparing ingredients.

3. Students should also include the names of the utensils they would use (cucharas, cuchillos), along with containers such as tazones, ollas, or sartenes.
Unit 4, Lesson 4, Part F
Latin American Cultural Activity–Creative Cuisine

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Discuss the preparation procedure and ingredients for empanadas—a popular Latin American dish.
• Work collaboratively to write and present a recipe for empanadas, using ingredients from a specific Latin American country.

Materials:
• Picture of an empanada
• Recipe for empanadas; one per student
• Six index cards
• Container

Connecting to Culture
Creative Cuisine

Prepare Ahead:
• Have a recipe available for each student (see Step 2).
• Write the information in Step 6 on index cards, one section (country and four ingredients) per card. Fold the cards and place them in the container.

1. Write the word empanada on the board and display the picture. Explain to your students that an empanada is a stuffed, semicircular bread widely known in Latin America. Empanadas can be fried or baked.

2. Distribute the following recipe to each student:
Empanadas
Primero hacemos la masa.
Para la masa, ponemos la harina, la sal y la mantequilla en un tazón.
Después, vertemos el agua en el tazón y agregamos tres cucharas de aceite.
Por último, mezclamos todo y dejamos la masa en el tazón.

Para el relleno, ponemos el aceite en una sartén.
Cuando el aceite está caliente, ponemos las cebollas.
Freímos las cebollas por cinco minutos.
Después, agregamos la carne y la mezclamos con la cebolla.
Cocinamos la carne de vaca y la cebolla juntos por unos minutos. Si dejamos la carne de vaca y la cebolla en la sartén por más de quince minutos se quemarán.
Le agregamos las especias, azúcar y sal a la carne.
Ponemos la carne de vaca, la cebolla y las especias sobre la masa.
Ponemos las empanadas en el horno.
Por último, cocinamos las empanadas por quince minutos.

3. After introducing the terms masa and relleno, read the recipe aloud and invite students to take turns reading some of the steps as well. Discuss the preparation and cooking procedures with the class, and note that this is the most common Latin American recipe for preparing empanadas.
4. Explain that there are many different ways of preparing fillings for empanadas, based on the creativity of the cook and the Latin American country where one is dining. Develop a class list of food that can be used to fill empanadas by listing students’ suggestions on the board. For example:

- carne de cerdo
- carne de vaca
- carne de vaca y cebollas
- pollo
- queso
- pescado
- pollo y hongos
- verduras

5. Divide the class into groups of four students. Explain that each group will be working together to write a recipe for empanadas, using the original recipe as a guide and using filling ingredients from the cuisine of a specific Latin American country.

6. Pass around the container and have a student from each group choose an index card, which will feature one of the following countries and ingredients:

- Bolivia: huevo, arroz, frijoles, cebollas, papas
- Colombia: carne de vaca, huevo, limón, especias, pollo, zanahorias, tomate, queso, verduras
- Costa Rica: carne de vaca, papa, tomate, hongos, pescado
- Ecuador: cebollas, limón, especias
- Perú: cebollas, especias, pollo, queso, verduras
- Uruguay: cebollas, especias, pescado

7. Groups should then begin writing their recipes, using the ingredients on their cards and vocabulary learned thus far. Encourage students to be imaginative as they create the recipe. Learners should also decide how they will cook the filling ingredients (cebollas fritas or cebollas asadas) and empanadas (fritas or hechas en el horno).

8. Note that each group is expected to present its recipe to the class, with every member participating in all phases of the project.

9. When all are finished writing and have taken a few minutes to rehearse, call on groups, in turn, to present their recipes to the class. Remind students to name the Latin American country that is represented in their recipe.

10. Encourage learners in the audience to listen carefully, since they will be expected to ask at least two questions after each presentation.

11. Conclude the activity by collecting recipes for evaluation.

Bloom’s Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic
Unit 4, Lesson 5, Part A
Focused Activity–The Right Vocabulary Word

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Interpret written clues to determine how to accurately fill in words missing from sentences.
• Sort vocabulary words into categories.

Materials:
Copies of incomplete sentences; one per student
Slips of paper

Extra Help
The Right Vocabulary Word

Prepare Ahead:
• Have a copy of incomplete sentences (see Step 1) available for each student.
• Write vocabulary words (see Step 2) on slips of paper, using each term only once and one term per slip.

1. Distribute a copy of the following incomplete sentences to each student:
   Él está ____ la leche en la taza.
   Estoy ____ un vestido para mi hija.
   Mientras estábamos en la lavandería, nosotros lavamos y ____ las sábanas.
   Ahora mi pierna está ____ y puedo jugar al fútbol.
   A él le ____ el sarpullido del brazo.
   Ella no quiere comer porque tiene ____.
   Me fracturé el brazo y ahora tengo que usar un ____.
   Yo ____ cuando estoy cerca de las flores.
   Ella me está mostrando como caminar con ____.
   Ella encontró leche en la sección de ____.
   A mi hijo le gustarían las verduras ____.
   Nosotros no comemos carne porque somos ____.
   Ahora, ponemos los frutos secos, los huevos, las ____ y la harina.
   Mi ojo está ____ y me duele.
   Mi saco se ____ ¿Puede coserlo?
   Él ____ su camisa porque hacía mucho frío.
   Ellos ____ la salsa con cucharones.
   Ella ____ su vestido después de lavarlo.
2. Distribute to each learner an equal number of slips of paper, each containing one of the following vocabulary words:

- abotonó
- estornudo
- productos lácteos
- asados
- hinchado
- rasgó
- cosiendo
- muletas
- revuelven
- curada
- náuseas
- vegetarianos
- doblamos
- pica
- vertiendo
- especias
- plancha
- yeso

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

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

5. After learners have correctly completed all sentences, write these category headings on the board:

   - Enfermo
   - Comida
   - Ropa

Call on students to say one of their words and to choose which category it belongs in.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

- Read scripted lines for the role of a doctor or patient with a focus on speaking expressively to a fellow actor.

Materials:
Interview scripts; one per student

Extra Help
Speaking to a Doctor

1. Begin by reviewing vocabulary words students can use when visiting a doctor.
2. Explain to your learners that they will be working in pairs to perform a script about visiting a doctor.
3. Distribute a script to each student and divide the class into pairs. After partners decide which role each will play, they should read through their lines for comprehension.
   
   Interview script
   Alumno 1: Hola. Soy el Doctor Silva.
   Alumno 1: ¿Qué le pasa?
   Alumno 2: No puedo dormir porque toso mucho.
   Alumno 1: ¿Ha estado estornudando?
   Alumno 2: Sí, he estado estornudando.
   Alumno 1: ¿Cuánto hace que ha estado tosiendo y estornudando?
   Alumno 2: He estado tosiendo y estornudando por tres días y ahora tengo fiebre.
   Alumno 1: Tome este medicamento.
   Alumno 2: Gracias, Doctor Silva.
   Alumno 1: Si mañana todavía tiene fiebre, llámeme.
   Alumno 2: Bueno. Si mañana todavía tengo fiebre, lo llamaré.
   Alumno 1: Adiós.
   Alumno 2: Adiós.
   (Dos días después)
   Alumno 1: ¡Hola Andrés! ¿Está tosiendo y estornudando todavía?
   Alumno 2: No. No he tosido ni estornudado por dos días.
   Alumno 1: ¿Por qué está aquí?
   Alumno 2: Creo que soy alérgico a los medicamentos que me dio. ¡Ahora tengo un sarpullido!

4. Allow time for learners to rehearse. Advise the actors to focus on speaking their lines with expression.
5. Partners will then, in turn, perform their dialogues for the class, using their scripts as needed. Note the use of expressive speaking in each performance.
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

• Write answers to questions about a story read aloud to them.

Extra Help

Listening for Answers

Prepare Ahead:

• Write the list of terms in Step 1 on the board.

1. Lead students in a choral reading of the following terms that are listed on the board. Advise students that some of these terms will serve as clues later in this activity.

   camisa    casa    lavandería    vegetarianos
   carne de vaca y pollo    hambre    toallas    verduras y manzanas

2. Explain to your learners that you will read a short story aloud. Students should listen carefully because you will be asking questions about the story later. Read the following:
   Carlos fue a la lavandería y metió su ropa sucia en la lavadora. Leyó un libro mientras esperaba. Después, metió la ropa en la secadora. Cuando la ropa estaba seca, planchó sus camisas. Después, dobló las toallas y las sábanas.

   Más tarde, Carlos fue al supermercado. En la sección de frutas y verduras, encontró verduras frescas y manzanas. En la sección de productos lácteos, eligió huevos y leche. En la sección de carnes, compró carne de vaca. Después, fue a su casa y cocinó una torta de manzanas, asó la carne de vaca y cortó las verduras para la ensalada. También hirió arroz.

   Por la noche, sus amigos llegaron a su casa para la cena. Ni Romina ni Andrea comieron la carne de vaca asada porque ellas son vegetarianas. En lugar de eso, ellas comieron ensalada y arroz. Todos comieron torta de manzanas y helado de postre.

3. Ask the following questions, and remind students to refer to the clue words on the board to help them write their answers in complete sentences:
   ¿Dónde lavó su ropa Carlos?
   ¿Qué planchó Carlos?
   ¿Qué encontró Carlos en la sección de frutas y verduras del supermercado?
   ¿Por qué Romina y Andrea no comieron la carne de vaca asada?

4. Read the story and questions again, and allow time for students to write their replies.

5. As students take turns reading their answers aloud, discuss their replies and note the clues on the board that are associated with the answers.

Unit 4, Lesson 5, Part C
Focused Activity–Listening for Answers
After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:

- Use their Spanish-language skills to research job and hobby information, and then write and present a report about their findings.

**Materials:**

- Library and Internet resources (in Spanish and English) about jobs and hobbies
- *Course Content*
- Art materials

**Classroom Community**

*Jobs and Hobbies—Part 1*

1. Lead a discussion about jobs and hobbies. Ask your students which jobs and hobbies they would like to have in the future. Review Level 4 vocabulary relating to jobs and hobbies.

2. Inform learners that they will use their Level 4 Spanish-language skills to research, write, and make presentations about a job and a hobby they would like to have in the future. Learners will work individually to write several paragraphs about the job and several about the hobby. Their written reports, which will comprise both topics, should be long enough for an oral presentation of approximately two minutes.

   Explain that, when researching and writing about their desired job, students should focus on topics such as: the duties required, necessary training and education, usual workplace setting, typical workday, possible dangers, and why they like that particular job. For their hobby, students should consult resource materials and then write details such as: a description of the activity, where and when it takes place, required materials or equipment, how they became interested in it, and why they like it. Suggest that students illustrate their projects with original drawings, or with photos and sample objects from home.

3. Allow ample time for learners to conduct research on their two topics, and then to write their paragraphs. Remind learners that taking notes during their research will help them recall facts when they write; suggest that they consult the *Course Content* for vocabulary terms. Have art materials on hand for learners wishing to illustrate their projects.

4. Advise students that they should be prepared to present their projects during the next class session (*Level 4 Review, Lesson 5, Part E*).
Unit 4, Lesson 5, Part E
Level 4 Review: Jobs and Hobbies–Part 2

After completing this Rosetta Stone® Lesson and today’s activities, students will be able to:
• Use their Spanish-language skills to deliver an oral presentation about jobs and hobbies.

Classroom Community
Jobs and Hobbies–Part 2

1. Give your students a few minutes to review the reports they wrote during the previous class session (Level 4 Review, Lesson 5, Part D) and prepare for their presentations.

2. Call on students to present their projects to the class. Advise the audience to ask a minimum of two questions after each presentation; one about the presenter’s job aspirations and one about her desired hobby. Encourage each student to ask at least one question during the course of the class session.

3. After all students have presented their projects, collect the written reports for evaluation.
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<th>Pg#</th>
<th>Lesson Title</th>
<th>Activity Title</th>
<th>Min. Time</th>
<th>Level of Difficulty</th>
<th>Bloom's Taxonomy</th>
<th>Multiple Intelligences</th>
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<td>6</td>
<td>Where Should We Go?</td>
<td>Travel Tips</td>
<td>10</td>
<td>Easy</td>
<td>Knowledge</td>
<td>Verbal-Linguistic</td>
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<td>7</td>
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<td>25</td>
<td>Medium</td>
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<td>7</td>
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<td>Travel Advice</td>
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<td>Verbal-Linguistic</td>
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<td>What Does It Say?</td>
<td>10</td>
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Samples and Handouts

Appendix A: Use with Unit 2, Lesson 2, Part B ............... 250
Appendix B: Use with Unit 2, Lesson 2, Part B ............... 251
Appendix C: Use with Unit 3, Lesson 2, Part C ............... 252
Appendix D: Use with Unit 3, Lesson 2, Part C ............... 255
Appendix E: Use with Unit 3, Lesson 3, Part B ............... 256
Appendix F: Use with Unit 3, Lesson 3, Part B ............... 257
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Appendix C–Use with Unit 3, Lesson 2, Part C
Storybook Assembly Instructions

*Sample Storybook*

1. Cut Sheet 1 and Sheet 2 along the dashed lines. (Do not cut along solid lines.)
2. Fold Sheet 1 along the horizontal line. (Keep the text facing outward.)
3. Fold Sheet 1 along the vertical line. (Keep pages 1 and 8 facing outward.)
4. Fold Sheet 2 along the horizontal line. (Keep the text facing outward.)
5. Fold Sheet 2 along the vertical line. (Keep pages 3 and 6 facing outward.)
6. Place Sheet 2 inside Sheet 1 so that pages 1–8 are consecutive.
7. Staple the spine of the booklet.
8. If time permits, you may wish to illustrate each page.

*Blank Storybook Pages*

1. Cut along the dashed line. (Do not cut along solid lines.)
2. Fold along the horizontal line. (Keep the blank lines facing outward.)
3. Fold along the vertical line.
4. Place one or more folded sheets inside the first.
5. Staple the spine of the booklet.
6. Have students write page numbers in the blank boxes on each page.
<table>
<thead>
<tr>
<th>1</th>
<th>Todo estaba silencioso hasta que los niños llegaron a casa.</th>
<th>8</th>
<th>Todo estaba ruidoso en la casa hasta que mamá dijo que todos debían encontrar un libro para leer.</th>
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<tr>
<td>2</td>
<td>Yo Silencioso, Ruidoso, Yo Silencioso de Nuevo</td>
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<tr>
<td>3</td>
<td>Pedro tocaba el tambor, y Ana tocaba el piano.</td>
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</tr>
<tr>
<td>4</td>
<td>Lucía tocaba la guitarra en la sala de estar.</td>
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<tr>
<td>5</td>
<td>Todos tocaban los instrumentos hasta que Ana empezó a cantar y bailar.</td>
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<tr>
<td>6</td>
<td>Después, Pedro y Ana jugaban con sus juguetes en el corredor.</td>
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Appendix D–Use with Unit 3, Lesson 2, Part C
Blank Storybook Pages
Appendix E–Use with Unit 3, Lesson 3, Part B
Sample Comic Strip

Clara Come un Sándwich
Por Andrea y Laura

Como un sándwich.

Voy a comer un sándwich.

Estoy por comer un sándwich.

Acabo de comer un sándwich.

Comí un sándwich.
Appendix F–Use with Unit 3, Lesson 3, Part B
Blank Comic Strip

Por ______________________

y ______________________