

# Teacher's Guide



Education

**English** (American) – Level 1



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## Leveraging Technology for Language Learning

Our solutions unlock understanding of new languages and cultures. At the core of the Rosetta Stone Foundations philosophy of language learning are two principles: (1) an immersive approach as a highly effective and engaging way for beginners to learn language, and (2) interactive technology as a powerful tool for activating that process.

By leveraging technology in the classroom, teachers can provide access to tools that help students build their foundational language skills. This expands teachers' instructional reach and allows for increased focus on higher order learning in the classroom.

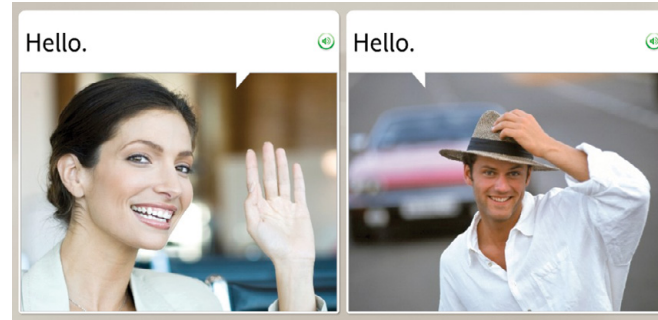
## About Rosetta Stone, Inc.

Today, Rosetta Stone produces the world's leading language-learning solutions. Rosetta Stone has a long history in language learning and has had strong relationships with thousands of schools and districts across the globe for two decades. For more than 20 years, Rosetta Stone has helped educators in K-12 schools deliver innovative solutions to expand ESL and World language programs essential for students to succeed in a global economy. Since the early days of the first language computer labs, Rosetta Stone has helped forge and leverage the role of technology in the field of language acquisition and learning, a field that continues to expand dramatically.

Our goal is to provide the best research-based language-learning technology and ensure the success of students, teachers, and administrators. More than 20,000 educational institutions have used our interactive solutions that provide a path that schools and districts can follow with confidence.

For more information, visit [RosettaStone.com](http://RosettaStone.com).

## Welcome, Teachers!



Welcome to the Rosetta Stone Foundations Teacher's Guide. We are pleased to work with you to achieve your English-language classroom goals.

English is the most sought-after language in schools across the nation. In 2013, more than four million students were enrolled as English-language learners in U.S. public schools—representing more than 9 percent of all students enrolled. These children are among the 62 million people five years of age and older living in the United States who speak a language other than English at home—62 percent of whom speak Spanish, with the rest speaking one of 450 other languages.

Given diverse student needs, and as student enrollment increases and education standards rise, your work as a teacher in the English-language classroom becomes all the more valuable—and all the more demanding. To support that work, Rosetta Stone provides flexible and scalable solutions for teaching English learners. Our personalized, intuitive, and structured language-learning programs—together with your guidance—can help ensure student success.

## Rosetta Stone Foundations Pedagogy

There is no universally agreed-upon “right” way to teach or learn a new language. We understand that learners have different preferences and needs based upon their goals, their learning environments, their timelines, their ages, and other personal characteristics.

With this in mind, language learning in our immersion environment makes it possible for your students to build confidence and develop a solid foundation in everyday conversational skills with a guided, self-paced approach. Rosetta Stone Foundations enables your students, regardless of their ages, abilities, or language backgrounds, to acquire new language skills easily in a rich and dynamic environment.

Rosetta Stone achieves this result by merging immersion instruction with 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 program 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 using the social, conversational environment of the classroom to prepare learners for communicating in English in everyday life.

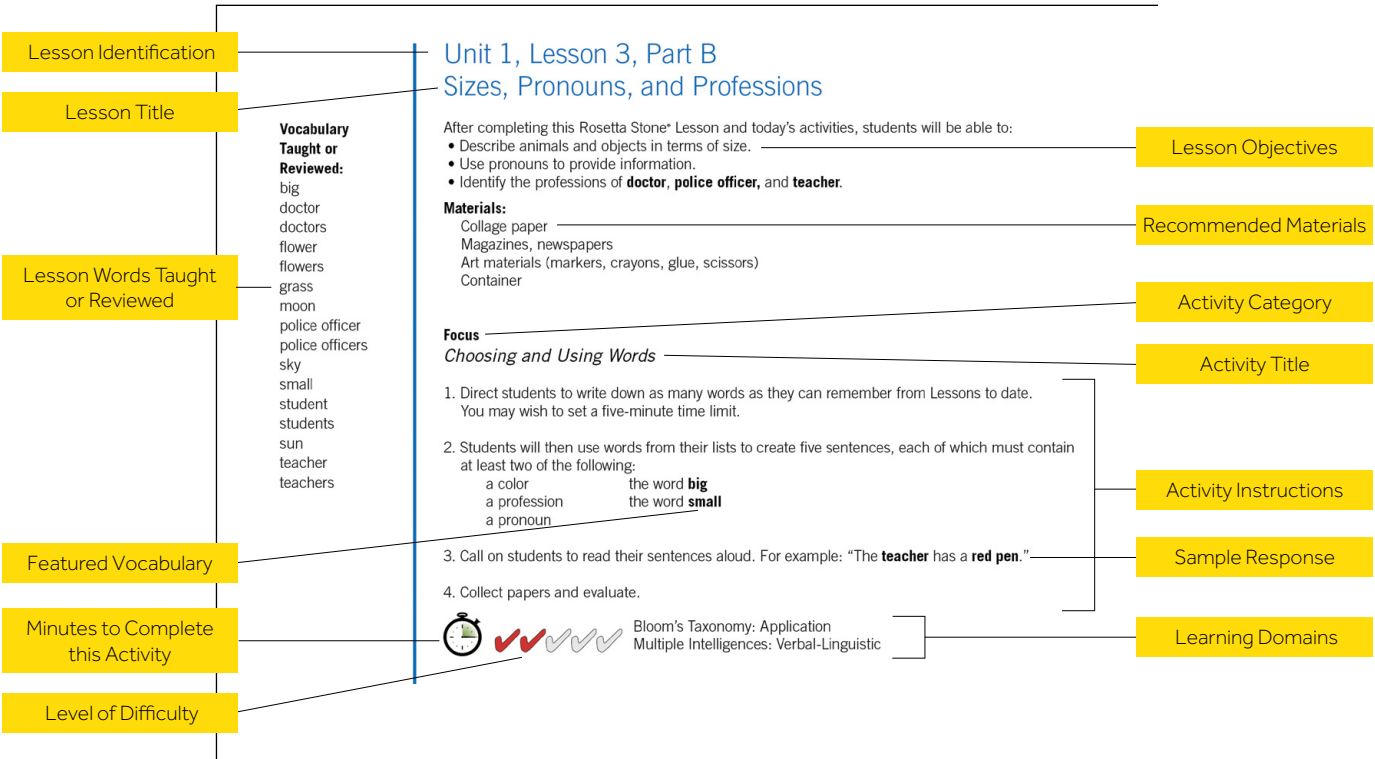


# Inside the Teacher's Guide

The Lesson Plans in this Teacher's Guide offer imaginative strategies to help you integrate the Rosetta Stone® Foundations 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 as they make those all-important seamless connections between what they learn while interacting with the

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



## Unit Guidance

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

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

## Vocabulary Taught or Reviewed

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

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

## Word of the Day

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

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

## Bloom's Taxonomy

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

- Cognitive
- Affective
- Psychomotor

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

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

## Multiple Intelligences

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

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

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

## 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



## Supplementary Materials Description

Rosetta Stone® provides a range of supplementary materials that extend the learning content of the Rosetta Stone Foundations 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 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 Foundations 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 *Student Workbook* includes a quiz and a variety of worksheets for each Lesson in the Rosetta Stone Foundations program. These materials help reinforce students' learning and boost their comprehension and writing skills. You may choose the appropriate worksheets to provide your students with additional practice in class or at home.

### Student Tests

The Tests include Listening and Reading focused tests for each Lesson in the Rosetta Stone Foundations program, as well as a comprehensive Test for each Unit. You may use these materials to support your ongoing assessment of your students' language-learning process.





# Lesson

## Adaptability

### Learning Styles and Skills

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

### Focused Activities

Learners who may need extra help in their language studies should be evaluated to assess their individual learning strengths and challenges. After the assessment, set aside time periodically for these students to work through the recommended Focused Activities in the Rosetta Stone Foundations 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, and vocabulary. These activities target knowledge, comprehension, and application skills (as identified in the Bloom's Taxonomy listings) to help students form a solid foundation of basic concepts. Often, an approach that taps into students' strengths can be the key to learning a language.

### Enrichment Activities

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

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

### Raise the Bar

Found in the sidebar, Raise the Bar offers ideas to expand activities in challenging ways for stronger learners. Tasks may extend Unit vocabulary, use technology to execute and present a project, propose a fresh angle in order to research and discuss a topic, or connect the lesson with a cultural context. These additional options can stimulate stronger learners with activities that develop their comprehension, analysis, synthesis, and evaluation skills.

## Teaching to Standards

Today's academic learning standards aim to prepare students for college and career readiness in the 21st century. However, learners need not first achieve English-language proficiency before beginning to develop standards-based academic competencies. Learners can be supported in building college and career readiness skills within the context of language learning. By enriching time-tested language pedagogy with a few additional strategies, you can provide a bridge between language learning and academic content standards.

**Teach general academic vocabulary.** Rosetta Stone Foundations' language-learning curriculum focuses primarily on social and functional vocabulary. However, language learners can benefit from additional classroom vocabulary instruction that targets the academic language they are likely to encounter in a broader educational context. You can support learners' academic achievement by looking for opportunities to address these concepts in the context of their language-learning activities. Particular standards may have specific, targeted vocabulary, but most concepts are universally applicable, including *sentence*, *essay*, *compare*, *purpose*, and *effect*.

**Ask text-dependent questions.** Language learners are commonly asked to relate spoken or written texts to their own knowledge or experiences. It is important to supplement this approach with a range of text-dependent questions that require students to pay close attention to the particulars of a written or spoken text. Today's academic standards emphasize comprehension that is grounded in text evidence rather than prior knowledge or personal experience. You can support learners' academic progress by ensuring that that reading, writing, listening, and speaking activities provide opportunities for them to draw text-based conclusions.

**Build knowledge through texts.** Whenever possible, use content-rich texts that support both language learning and knowledge building in specific content domains. Engaging with written or spoken texts that use appropriately leveled language to explore topics and ideas in social studies, the sciences, and the arts can build language and broader academic skills simultaneously. This also creates opportunities to teach and discuss domain-specific vocabulary and concepts that occur in the texts.

## Elementary Students

The goal of Rosetta Stone Foundations language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Our immersion environment 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 style, you prepare a solid foundation for new language acquisition. 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 English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, they may decide to continue practicing and learning on their own.

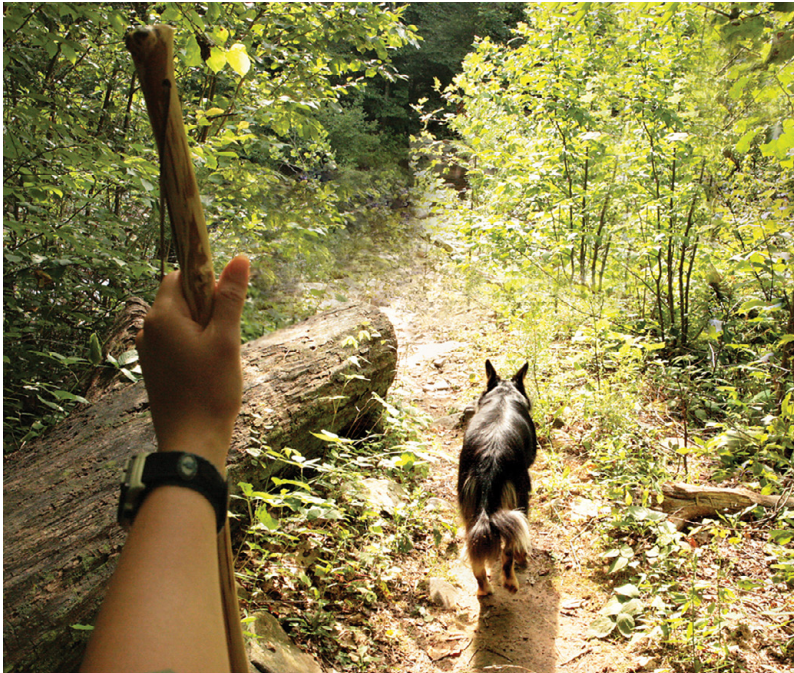
## College Students

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

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

With the Rosetta Stone Foundations program as the heart of 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

# Language Basics

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# Unit 1:

## Language Basics

### Introduction to Unit 1

Here, and on introductory pages in subsequent Units, you will find a brief overview of upcoming Lessons and information about teaching the material to be covered. In Unit 1, for example, students will be introduced to key English vocabulary and grammar in Lessons focusing on simple greetings, questions and answers, colors, professions, clothing, numbers from 1 to 6, and quantities.

### Teaching Unit 1

The Lesson plans in Unit 1 provide a variety of games and activities you can use to teach the first English words, as well as the larger language and cultural concepts they represent. You may wish to explain to students of all ages that simple tasks and uncomplicated exercises during these initial classes are ideal for helping them to grasp the basic elements of the English language, before more complex Lessons and activities that come later.

#### **Lesson 1a: Singular, Plural, Present Progressive, and Articles**

The first class will introduce the language through greetings, simple verbs, and objects from everyday life. Students will act out basic phrases and identify words and actions through pictures and in conversation.

#### **Lesson 1b: Pronouns**

During today's Lesson your students will have opportunities to identify which pronouns match certain singular and plural verb forms through role-playing and drawing.

#### **Lesson 2a: Direct Objects**

Lesson 2 introduces the wider world of food and animals through an array of new words. To integrate this vocabulary, students will converse, use props, and role-play to help them identify common foods, animals, objects, and actions; form plurals and combination sentences; and demonstrate sentence forms that include direct objects.

#### **Lesson 2b: Engage the World of People and Animals**

Your students will continue to integrate the vocabulary they have learned by

identifying and categorizing people and animals through a drawing and identification game, as well as in reading and speaking activities. These exercises will allow practice in asking questions and in properly using subjects, verbs, direct objects, and negation in sentences. Note that the concept of negation may cause difficulty for students as it may involve inclusion of the articles **a** or **an**, depending on the part of speech being modified.

#### **Lesson 2c: Review**

Reviews are good preparation for quizzes during the next class period. This activity focuses on retention of vocabulary as well as proper use and sentence structure. Students play a game in which they combine random subjects and predicates to form sentences that may be plausible or nonsensical. At the end of today's Lesson, you will introduce your students to a long-term journaling project that begins with a writing assignment based on observations they will make at home or in their communities.

#### **Lesson 3a: Colors**

Through activities that incorporate flash cards, categorizing, and illustrations or photos, this Lesson will help students describe animals and objects in terms of colors. Throughout all Lessons in this course, do not hesitate to bring back information from previous Lessons to practice vocabulary while teaching new concepts.

#### **Lesson 3b: Sizes, Pronouns, and Professions**

Colorful class collages and two writing exercises challenge students to categorize nouns and adjectives, describe animals in terms of size, use pronouns properly, and identify the professions **doctor**, **police officer** and **teacher**.

### **Lesson 3c: Questions and Answers**

This Lesson begins to formally teach a skill that will probably be familiar to your students: asking questions. Although students will undoubtedly have heard you ask questions in English, their ability to form questions in the new language will probably not be well developed. As they practice asking questions of you and their classmates during this Lesson's three activities, students will be building a useful foundation for basic conversations in English.

### **Lesson 3d: American Cultural Activity—Describing Art**

Cultural activities allow students to engage with the culture of the language they are learning and help them put their words into the appropriate context. These activities provide wonderful opportunities to bring in photos that show people from English-speaking countries going about their daily lives. In this first cultural activity, focusing on American art, your students will describe art reproductions using newly learned vocabulary. Next, they will draw their own pictures and describe their creations to classmates.

### **Lesson 3e: Journal Activity—Answering Questions**

Students will take their journals home and write answers to several simple questions regarding observations they make before and after school and during the weekend.

### **Lesson 4a: Numbers 1–6**

Introduction of the first six numbers continues the theme of describing the world around us. In this Lesson, learners will practice asking and answering questions regarding quantities using the numbers learned, the new phrase **how many**, and the number-based collages they create today.

### **Lesson 4b: Clothing and Quantities**

In this Lesson, your students are introduced to some common objects and clothing. Using these words, they will begin to identify, quantify, and compare. As they itemize objects in their backpacks and make clothing comparisons, learners will become more comfortable engaging with one another and with other English speakers outside the classroom.

### **Lesson 4c: Review**

During today's team-based game, learners will draw pictures representing sentences, and their teammates will try to correctly guess the sentences portrayed. Outside of class, students will make note of objects, people, and activities they observe at home, around town, and in school.

### **Lesson 4d: Journal Activity—Writing About Home**

With a list of nouns in hand, students will take their journals home and use the words to develop sentences describing their home environment.

### **Lesson 5a: Focused Activity—Vocabulary Collage**

For this extra-help activity, students will create collages using vocabulary words and images for each of six categories—people, activities, food, colors, numbers, and objects.

### **Lesson 5b: Focused Activity—Reading Your Own Script**

Students will listen to a conversation, and then have fun performing scripted dialogues—and writing their own—in this activity designed for pairs of students working together.

### **Lesson 5c: Focused Activity—Listening Bingo**

As you prepare for this class-time game of *Bingo*, use the *Course Content* to select sentences from this Unit that contain vocabulary words. Place these terms on *Bingo* card grids that students will scan to search for words as they hear you read them aloud.

### **Lesson 5d: Focused Activity—Living Sentences**

Your students will take on the role of different parts of speech—nouns, adjectives, verbs—as they act out and speak their word roles in "living sentences" style, standing side-by-side to form grammatically correct sentences. Watch everyone's eyes light up as they shift around to form new sentences and as you assign changes in number, gender, and agreement.

### **Lesson 5e: Focused Activity—Grammar Choices**

Learners will have an opportunity for grammar practice as they read along while listening to a passage, and then select appropriate word forms to accurately complete sentences that are missing either a subject or a verb.









# Grammar & Usage

## Unit 1, Lesson 1

## Grammar

### Forming Plurals

Explain to learners that singular means one, and plural means more than one. Whether a word is singular or plural is called number. Most nouns can be named in their singular or plural form. Students should always use a definite or indefinite article with a singular noun: **a girl, the girl.**

When describing more than one, as in more than one girl, learners should convert **girl** to its plural form by adding **-s**: **girls**.

Advise students that most plurals of nouns are formed in English by adding **-s**. However, some words change a vowel in their stem instead of adding **-s**: **man** (singular), **men** (plural).

Remind learners to match the noun in number with the verb:

The **boy is** reading. The **boys are** reading.

The **man is** running. The **men are** running.

## Usage

### Greetings and Farewells

Explain that, as in all languages, there are several ways to greet people in English, ranging from informal to formal. In general, Americans are more inclined to be informal than are people from other countries. Formal speech is sometimes regarded as keeping a certain distance from others, and Americans like to be accepting and eager to put others at ease. However, it is advisable for the novice to err on the side of formality, at least when meeting a person for the first time.

A formal greeting or farewell is used when people do not know each other. Formal greetings and farewells should also be used with people who are older than the speaker, as a sign of respect.

Here are some common formal greetings and farewells:

**Hello.** A safe greeting, formal or informal, any time of day.

**Goodbye.** A safe parting, formal or informal, any time of day.

**Good morning.** Said from day's beginning to 12:00 noon.

**Good afternoon.** Said from 12:00 noon until about 6:00 p.m.

**Good evening.** Said upon meeting someone from 6:00 p.m. until retiring for the night.

**Good night.** Reserved only for parting for the night. It is not a greeting, but a farewell.

Examples of informal greetings and farewells:

Hi!

## How's it going?

**See you later!**

Bye.



**Vocabulary  
Taught or  
Reviewed:**

a  
are  
boy  
boys  
drinking  
eating  
girl  
girls  
hello  
is  
man  
men  
reading  
running  
the  
woman  
women

## Unit 1, Lesson 1, Part A

### Singular, Plural, Present Progressive, and Articles

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

- Initiate and respond to greetings appropriately in the classroom environment.
- Identify people and everyday actions based on oral, written, or pictorial cues.

**Materials:**

Index cards with Lesson verbs  
Lesson photos  
Magazines

**Skill Builder**

**Who Am I?**

1. Invite individual students to stand and greet the class with "Hello."
2. Peers should then respond with "Hello" and the student's name.
3. Call on individual students to stand (one at a time). Peers should then identify each as "a boy" or "a girl."
4. Ask multiple students to stand in groups. Peers should then identify them as "boys," "girls," or "boys and girls."



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

**Skill Sharpener**

**What Am I Doing? What Are We Doing?**

*Prepare Ahead:*

- Index cards with the terms **running, drinking, eating, reading** (one term per card, one card per student).

1. Distribute index cards.
2. Ask for a volunteer to act out the word on his card.
3. The peer who guesses the correct word takes the next turn, as play continues.
4. After students have answered several rounds with a single word, challenge them to answer in complete sentences ("The boy is running." or "Matthew is running.").





5. Collect index cards after all students have taken a turn.



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

7. Redistribute two cards to each group.

8. Direct each group to act out words together as peers guess their actions. Ask them to use plural nouns and correct subject/verb agreement ("The boys and girls are reading." or "They are reading.").



Bloom's Taxonomy: Knowledge

Multiple Intelligences: Bodily-Kinesthetic



### Assessment

#### What Are They Doing?

*Prepare Ahead:*

- *Collect Lesson photos and magazine photos of people engaged in Lesson activities.*



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

2. Distribute several photos to each group.

3. Students should describe the people and actions in their photos ("The girls are reading.").

4. Visit each group and cue students to show you the photo that matches your description ("Show me **The man is eating.**" or "Show me **The woman is drinking.**").



Bloom's Taxonomy: Knowledge

Multiple Intelligences: Visual-Spatial



**Word of  
the Day:**  
hello

**Vocabulary  
Taught or  
Reviewed:**

are  
cooking  
goodbye  
he  
is  
she  
swimming  
they  
writing

## Unit 1, Lesson 1, Part B Pronouns

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

- Identify people by using singular/plural nouns and third-person singular/plural pronouns.
- Describe actions using correct subject/verb agreement.

**Materials:**

Lesson photos  
Magazine photos from **Assessment** activity in previous Lesson

**Skill Builder**

### Sentences in Motion

1. Write **He**, **She**, and **They** in a column on one side of the board.
2. Write singular and plural Lesson verbs in a column on the other side of the board (**is /are cooking**, **is /are swimming**).
3. Model the activity by selecting a term from each column, saying the resulting sentence ("They are cooking."), and asking for volunteers to role-play the sentence.
4. As students take turns, note the appropriate use of single and multiple people for subjects and for actions that match verbs.



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





### Skill Sharpener Action Drawings



1. Direct students to draw pictures that illustrate Lesson nouns (**boy, girl, women, men**) as subjects engaged in Lesson actions (**writing, swimming, running, eating**).
2. Students will then describe their drawings, using the correct noun and corresponding pronoun ("The women are writing." "They are writing.").
3. Have students write two sentences (on the backs of their papers) that describe their drawing. The first sentence should contain a noun; the second should contain a pronoun.



4. Students should then exchange papers with a peer and check for correct grammar and spelling. Together they can practice reading sentences and describing drawings.



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

### Assessment Two Ways to Say It



1. Distribute photos from the previous Lesson (minimum two photos per student).
2. Call on each student to describe her photo in two ways by using a noun/verb and pronoun/verb ("The boy is running." "He is running.").
3. After everyone has taken a turn describing photos, end the activity by asking students to say "Goodbye" to you and to others as they leave the classroom.



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



**Word of  
the Day:**  
goodbye









# Grammar & Usage

## Unit 1, Lesson 2

## Grammar

## Present Progressive

Explain to students that English speakers frequently speak in what is called the present progressive tense of a verb. For example, in the sentence **The boy is drinking milk**, the verb **to drink** expresses the action in the sentence. Since the action takes place now (present) and is in progress (progressive), the present progressive verb form **is drinking** is used.

Point out that the present progressive tense is formed by pairing **is** or **are** with a verb that ends in **-ing**:

is driving  
are sleeping

Remind learners to match the subject in number with its verb.

## Usage

## Negation

Explain to students that expressing contrasts is a useful method of making meaning clear. To do so, people often state the negative of what is real or the opposite of an expected state. This can be done by inserting **not** before the **-ing** verb in present progressive sentences.

The girl is not driving.

He is not sleeping.

**Vocabulary  
Taught or  
Reviewed:**

an  
and  
apple  
apples  
bicycle  
bread  
car  
cat  
coffee  
dog  
egg  
eggs  
horse  
milk  
newspaper  
rice  
sandwich  
sandwiches  
water

## Unit 1, Lesson 2, Part A

### Direct Objects

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

- Identify common items and produce combinations using the term **and**.
- Describe actions, using sentence forms that include subjects, verbs, and direct objects.

**Materials:**

Props or photos of Lesson 2 items  
Index cards with Lesson 2 sentences

**Skill Builder**

**See It, Say It**

*Prepare Ahead:*

- *Props or photos of Lesson 2 items.*

1. Distribute props and photos to students.
2. Have learners take turns describing their items to the class. Note the use of plurals ("eggs," "cats"), articles ("a newspaper," "an apple"), and combinations ("bread and milk," "a car and a bicycle").



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







## Skill Sharpener

### Can You Guess What I'm Doing?

*Prepare Ahead:*

- Props or photos of Lesson 2 items.
- Index cards with Lesson 2 sentences.



1. Place props and photos on a desk at the front of the room.
2. Model an action (using props or photos as needed). Ask students to guess what you are doing; have them answer in complete sentences.
3. Distribute one index card to each student.
4. Students should take turns acting out sentences on their cards, using props or photos when necessary.
5. Peers guess the actions, answering in complete sentences.



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



## Assessment

### How Many Sentences?

1. Write articles, nouns, pronouns, and verbs from Lessons 1 and 2 in columns on the board.
2. Students will have 15 minutes to write as many sentences as possible, using terms on the board and other known terms.
3. Collect sentences and check for correct word use, number agreement, grammar, and spelling.



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



**Word of the Day:**  
sandwich

**Vocabulary  
Taught or  
Reviewed:**

adult  
adults  
bicycles  
book  
books  
child  
children  
do  
does  
driving  
fish  
has  
have  
no  
not  
pen  
pens  
sleeping  
this  
walking  
what  
yes

## Unit 1, Lesson 2, Part B

### Engage the World of People and Animals

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

- Identify people by using singular/plural nouns and third-person singular/plural pronouns.
- Describe actions using correct subject/verb agreement.

**Materials:**

Art paper  
Drawing materials  
Index cards with Lesson 2 sentences (with and without negation)

**Jump Start**

**Finish the Sentence**

1. Ask students to recall the nouns they have learned in this Lesson. Write these words on the board.
2. Write sentence-starters on the board, one at a time:  
The girl has \_\_\_\_\_.  
The children are reading \_\_\_\_\_.  
They are eating \_\_\_\_\_.  
The horse does not have \_\_\_\_\_.  
3. Students respond by answering in complete sentences and filling in the blanks with appropriate words. Elicit several responses for each sentence ("The girl has a dog." "The girl has pens."  
"The girl has an apple.").

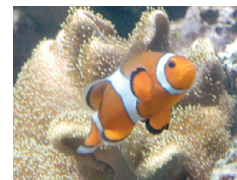
Leave the noun list on the board for use with the **Engage and Explore** activity that follows.



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

**Engage and Explore**  
**Picture Perfect**

1. Distribute art paper and drawing materials.
2. Students should illustrate a noun they have learned and may refer to the noun list on the board (from the previous **Jump Start** activity).
3. Students then take turns showing their drawings to the class and asking, "What is this?"
4. Peers respond in complete sentences ("This is \_\_\_\_\_.").





5. If a peer answers correctly, the student responds with "Yes"; the peer then takes the next turn.

6. If a peer answers incorrectly, the student responds with "No" and again asks the class, "What is this?"

7. Activity continues until all drawings have been correctly identified and everyone has had a turn.



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

### Assessment Negation Station

*Prepare Ahead:*

- Pairs of index cards that contain one sentence with negation and one sentence without negation.

1. Divide the class into pairs of students.

2. Distribute two index cards to each group.

3. Partners take turns reading sentences and responding with or without negation, depending on the sentence on the card. For example:

Student 1 (reads card): He is driving.

Student 2 (responds): He is not driving.

Student 2 (reads card): The girls do not have bicycles.

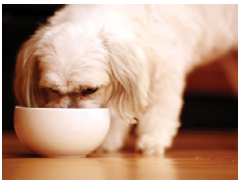
Student 1 (responds): The girls have bicycles.

4. Circulate around the room and visit each pair, listening for correct word use and sentence form.

*If time permits, direct groups to develop sentences and trade them with other groups, as partners repeat Step 3.*



Bloom's Taxonomy: Comprehension  
Multiple Intelligences: Interpersonal



**Word of  
the Day:**  
yes

## Unit 1, Lesson 2, Part C

### Review

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

- Demonstrate an understanding of sentences through drawings that represent their meanings.
- Describe events in their daily lives using basic words, phrases, and sentences.

#### Materials:

- Index cards
- Art paper
- Drawing materials
- Student journals

#### Classroom Community

#### In-Class Activity—Sense or Nonsense?

*Prepare Ahead:*

- Two stacks of index cards, one of which contains articles and singular nouns for people and animals (to serve as the subjects of sentences). Examples: **The woman**, **The horse**.
- The second stack contains predicates. Examples: **is reading a book**, **is eating an apple**.

1. Distribute art paper and drawing materials.
2. Students select two index cards (one from each stack) and combine them to form sentences. Some sentences will make sense (The woman is eating an apple.), and some will be nonsensical (The horse is reading a book.).
3. Students write their sentence on one side of the art paper, and illustrate the sentence on the other side.
4. Students then take turns displaying their drawing, while classmates guess the corresponding sentence.
5. The peer who guesses correctly takes the next turn.
6. Activity continues until everyone has had a turn.

*This may be an opportunity to teach the concepts of sense and nonsense, with students answering "yes" or "no" when you ask them "Does this make sense?" and "Is this nonsense?"*





## Community Connection

### Out-of-Class Activity—Journal Introduction



1. Distribute journals to students.
2. Introduce this recurring assignment by informing students that they will add entries to these journals throughout the school year.
3. For this first journal assignment, students will use known words, phrases, and sentences to describe people, animals, objects, and actions they encounter before school, after school, or during the weekend.
4. The following suggestions may be helpful when explaining the assignment:
  - Make a list of what you see:
    - a dog
    - an apple
    - newspapers
  - Write phrases that are combinations of what you see:
    - adults and children
    - a bicycle and a car
    - eggs and milk
  - Write sentences about the actions you see:
    - The boys are running.
    - She is driving a car.
    - They are eating sandwiches.
  - Check your work and correct:
    - word choice
    - grammar
    - spelling
5. Schedule individual meeting times to review and discuss students' entries.









## Unit 1, Lesson 3, Part A

### Colors

#### Vocabulary Taught or Reviewed:

ball  
balls  
black  
blue  
cats  
green  
it  
red  
white  
yellow

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

- Identify the colors **white**, **black**, **red**, **blue**, **green**, and **yellow**.
- Describe animals and objects using accurate terms for colors.

#### Materials:

Color flash cards  
Index cards  
Magazines  
Drawing materials (art paper, colored pencils, crayons, markers)

#### Jump Start

#### Classroom Colors

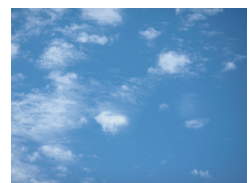
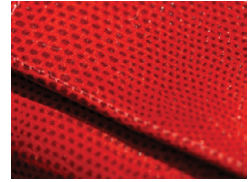
*Prepare Ahead:*

- *Color flash cards.*

1. Display color flash cards one at time; have students name them in "drill and practice" style.
2. Ask students to look around the classroom and describe items by color. For example:
  - The pens are red.
  - The book is green and blue.
  - This is yellow.



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







### Skill Sharpener Color Sentences



1. As a class, brainstorm known terms for animals and objects. List these words in a column on the board.
2. Have students call out color terms as you list them in a second column.
3. Students will then write a minimum of three sentences that contain at least one word from each column:  
The cat is black.  
The bicycle is yellow.  
The newspaper is black and white.
4. Ask each student to choose two sentences from his list to read to the class.



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



### Assessment Picture These Colors

*Prepare Ahead:*

- *Index cards with Lesson sentences (several for each student).*



1. Distribute four sentence cards to each student.
2. Direct students to cut out magazine photos or draw pictures that illustrate their sentences.
3. Divide the class into pairs of students.
4. Partners should trade materials (photos, drawings, sentence cards) and match illustrations with corresponding sentences.
5. Call on volunteers to read and display illustrated sentences to the class.



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



**Word of  
the Day:**  
blue

**Vocabulary  
Taught or  
Reviewed:**

big  
doctor  
doctors  
flower  
flowers  
grass  
moon  
police officer  
police officers  
sky  
small  
student  
students  
sun  
teacher  
teachers

## Unit 1, Lesson 3, Part B

### Sizes, Pronouns, and Professions

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

- Describe animals and objects in terms of size.
- Use pronouns to provide information.
- Identify the professions of **doctor**, **police officer**, and **teacher**.

**Materials:**

Collage paper  
Magazines, newspapers  
Art materials (markers, crayons, glue, scissors)  
Container

**Focus**

#### Choosing and Using Words

1. Direct students to write down as many words as they can remember from Lessons to date.  
You may wish to set a five-minute time limit.
2. Students will then use words from their lists to create five sentences, each of which must contain at least two of the following:
  - a color
  - a profession
  - a pronoun
  - the word **big**
  - the word **small**
3. Call on students to read their sentences aloud. For example: "The **teacher** has a **red pen**."
4. Collect papers and evaluate.



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

#### Curriculum Connection

##### Class Collages

1. Label four sheets of collage paper, each with one of the following headings:
  - Colors
  - Big and Small
  - Doctors and Police Officers
  - Teachers and Students
2. Distribute magazines, newspapers, and art materials.





3. Have students find pictures or draw illustrations that match each heading.

4. Circulate around the room, and ask students to identify the pictures they are selecting or drawing.



5. Direct students to separate pictures according to type; they should then glue them to the appropriate collage sheet.

6. Display completed collages in the classroom.



Bloom's Taxonomy: Application  
Multiple Intelligences: Naturalist



### Assessment Finish It!

*Prepare Ahead:*

- *Slips of paper with sentence-starters; for example:*

*I am \_\_\_\_.*

*I have \_\_\_\_.*

*He is \_\_\_\_.*

*I am not \_\_\_\_.*

*She is \_\_\_\_.*

*They are \_\_\_\_.*

- *Place sentence-starters in a container.*



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

2. Each group selects two slips of paper from the container.

3. Groups will use their sentence-starters to generate as many sentences as possible in five minutes.

Examples include:

I am not a doctor.

I am not a police officer.

I am not a teacher.

I am not a dog.

I am not swimming.

I am not sleeping.

I have red and blue pens.

I have a black book.

I have a small cat.

I have a big dog.

I have a green bicycle.

I have a black and white newspaper.



4. Ask groups to take turns reading sentences aloud to the class.



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



**Word of  
the Day:**  
student

## Unit 1, Lesson 3, Part C

### Questions and Answers

#### Vocabulary

#### Taught or Reviewed:

am  
doing  
I  
we  
you

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

- Obtain and provide information by asking and answering "What...?" and "Yes/No" questions.
- Participate in question/answer exchanges.

#### Materials:

Objects representing known words to date (see the *Course Content* for vocabulary terms)  
Objects of color  
Index cards

#### Skill Builder

##### Yes or No?

1. Write the following on the board:

Are you a doctor?	Are you a police officer?
Are you a teacher?	Are you a boy?
Are you a student?	Are you a girl?

2. Call on students to respond in complete sentences to the two questions you select. Be sure students practice both a "Yes" and a "No" reply.

3. If time permits, direct students to arrange themselves according to the following statements:

We are boys.	We are not girls.
We are girls.	We are students.
We are not boys.	We are not teachers.



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

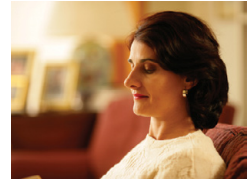
#### Skill Sharpener

##### Answering Questions

1. Distribute the following:

Known-word objects (pens, newspapers, books, apples, flowers).  
Objects that are black, white, red, blue, yellow, or green.

2. For students with known-word objects, ask "What do you have?" Encourage answers that are complete sentences, such as "I have a newspaper."





- For students with objects of color, ask "Is this \_\_\_\_?" at least twice, once with an incorrect color word and once with a correct color word. Students should answer in complete sentences, for example:

No. This is not blue.

Yes. This is green.



- Challenge students to ask and answer questions among themselves.



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

### Assessment Asking and Answering

*Prepare Ahead:*

- Two groups of index cards, one of which contains questions such as:  
What do you have?  
What are you eating/drinking/doing?
- The other group of index cards contains answers such as:  
yellow flowers                      milk  
a sandwich      swimming



- Divide the class into groups of four students.
- Distribute coordinating question and answer cards, and have each group match appropriate questions and responses.
- Ask for pairs of volunteers to read question and answer exchanges, with answers produced in complete sentences.
- Have the class evaluate exchanges, using the following criteria:  
Were the correct questions and answers paired?  
Did the exchange make sense?  
If the exchange did not make sense, what should the correct exchange be?



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal

**Word of  
the Day:**  
teacher



## Unit 1, Lesson 3, Part D

### American Cultural Activity–Describing Art

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

- Describe artistic material using known vocabulary.
- Engage in conversation by asking and answering questions about topics related to known concepts.

#### Materials:

Images of American art (paintings, book illustrations, photos)  
Art materials (drawing paper, colored pencils, crayons, markers)

#### Connecting to Culture Describing Art

1. Using images of American art (paintings, book illustrations, photos), have students engage in the following interactions:
  - Describe colors, actions, and subjects to a partner or to the class.
  - Ask and answer questions about colors, actions, and subjects.
2. Distribute art materials.
3. Direct students to draw a picture, using the images viewed in Step 1 as guidelines for color, actions, and subjects.
4. Have each learner take a turn describing his artwork to the class.

*A good source for images of American art is the Smithsonian American Art Museum.*

*Its collection can be searched online to find vocabulary-related images. Visit the website at:*  
[americanart.si.edu/search/search artworks.cfm](http://americanart.si.edu/search/search artworks.cfm)

*See the following website to conduct a photography-specific search using Smithsonian resources:*  
[photography.si.edu/Search.aspx](http://photography.si.edu/Search.aspx)



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















## Unit 1, Lesson 4, Part A

### Numbers 1–6

#### Vocabulary

#### Taught or Reviewed:

chair  
chairs  
how many  
phone  
phones  
plate  
plates  
table  
tables

one  
two  
three  
four  
five  
six

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

- Use the numbers **one** through **six** in quantifying known items.
- Ask and answer questions about the quantity of known people, animals, or objects.

#### Materials:

Magazines  
Collage paper  
Art materials (markers, crayons, glue, scissors)

#### Skill Sharpener

#### Count on It!

1. Write the numerals 1–6 on the board, along with their corresponding words.

2. Model the process of counting by pointing to classroom objects and making statements such as:

There is one teacher.

There are five black pens and four blue pens.

Include the following known terms:

book(s)	chair(s)	student(s)
pen(s)	table(s)	teacher(s)
newspaper(s)	phone(s)	

3. Call on volunteers to follow your example.

4. If time permits, ask questions that begin with **how many**. For example:

How many books are red?

How many chairs are white?

5. Call on students to answer in complete sentences.



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





## Being Creative Countable Collages

1. Distribute magazines and art materials.
2. Using cut-out images from magazines or their own drawings, students will create individual collages that feature various quantities of known items.

For example:

one plate	three flowers	five phones
two eggs	four tables	six children

3. Each student will then list her collage items (along with quantities) on a separate sheet of paper.
4. Call on volunteers to describe their collages to the class.
5. Collect collages and lists. Evaluate for correct number and word use.

Use collages from this activity for the following **Assessment** activity.



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

## Assessment How Many Are There?

*Prepare Ahead:*

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

1. Divide the class into pairs of students.
2. Distribute two collages to each group.
3. Have partners ask each other questions that begin with **how many**, using complete sentences for questions and replies.
4. Circulate among groups and listen for accuracy.



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

**Word of  
the Day:**  
four

## Unit 1, Lesson 4, Part B

### Clothing and Quantities

#### Vocabulary

#### Taught or Reviewed:

bowl  
bowls  
buy  
coat  
cup  
dress  
pants  
plate  
shirt  
shoes  
skirt  
T-shirt  
wearing

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

- Use known terms to describe the qualities and quantities of familiar items.
- Participate in short, simple question-and-answer sessions.

#### Skill Builder

#### What's in Your Backpack?

*Prepare Ahead:*

- *Direct students to bring their backpacks to class for this activity.*

1. Have students list their backpack items by number and description; for example:

three blue pens	four small books
two black pens	one red T-shirt
one big book	

Numbers may be written as numerals or words.

2. Ask "What do you have?" as volunteers answer with "I have ..." and read their lists.

3. For unknown terms, students should use descriptions such as:

This is white.  
There is one.  
There are six.

*Take this opportunity to teach new vocabulary words that are relevant to students' interests.*



Bloom's Taxonomy: Application

Multiple Intelligences: Logical-Mathematical





### Skill Sharpener

#### Who's Wearing What?

1. Ask questions such as the following:  
Who is wearing black pants?  
Who is wearing a skirt?
2. Direct students to stand if they are wearing the clothing in question.
3. Call on seated volunteers to describe standing peers. Examples of responses:  
They are wearing black pants.  
Two boys and one girl are wearing black pants.  
Roberto, Joel, and Emily are wearing black pants.
4. Ask standing students to describe those who are standing with them ("We are wearing skirts."). Standing students should also describe seated peers. For example:  
Elena is not wearing a skirt. She is wearing a dress.  
I am wearing a blue T-shirt. You are wearing a green T-shirt.



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

### Assessment

#### Write About It!

1. Generate a class list of 20–25 words from Lessons 1–4.
2. Direct students to write a paragraph using a minimum of 10 words from the list. They should check their work for correct word use, grammar, and spelling.
3. Call on volunteers to read their paragraphs.
4. Collect papers and evaluate.



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

**Word of  
the Day:**  
wearing



## Unit 1, Lesson 4, Part C

### Review

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

- Use nouns, pronouns, and verbs to identify people and actions.
- Describe people engaged in various activities.

#### Materials:

Index cards with Lesson sentences

Copies of worksheet with Lesson sentences, one per student (see **Appendix A**)

#### Classroom Community

#### In-Class Activity—Draw It, Say It

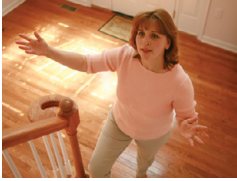
*Prepare Ahead:*

- *Index cards with sentences from Lessons 3 and 4.*

1. Divide the class into two teams.
2. A member from Team A selects an index card and draws a picture on the board that represents the sentence.
3. Team A must guess the sentence using appropriate nouns or pronouns and verbs.
4. Play moves on to Team B and continues back and forth.

*Adapt activity according to class size and time, and to ensure participation by all students.*





## Community Connection

### Out-of-Class Activity—At School, at Home, and Around Town

*Prepare Ahead:*

- Have copies of worksheet ready, one per student



1. Review Lesson nouns, pronouns, and verbs. Teach the terms school, home, and town to prepare students for the activity.

2. Distribute worksheets. Explain that students should carry their worksheets with them for two or three days and check off events they see in their daily lives.

For example, if a student sees the following:

a female peer eating lunch in the school cafeteria

his sister eating dinner at home

a young female eating a snack at the mall

he would check all three boxes beside **The girl is eating.**

3. Direct students to return worksheets to class on a designated day.



4. Draw graphics of a school, a home and a town on the board. Call on students to read sentences that have at least one category-box checked. Ask students to point to the corresponding graphic(s) for their sentences.



## Unit 1, Lesson 4, Part D

### Journal Activity–Writing About Home

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

- Provide a written description of their home environment.

#### Community Connection

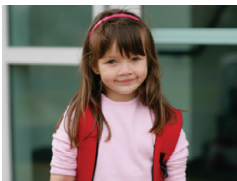
#### Writing About Home

1. Ask students to write the following terms in their journals:

chairs	beds
tables	phones
cups	shoes
plates	pants
bowls	T-shirts

2. Students should take their journals home and use the above terms to develop sentences about their home environment. Encourage students to use colors, numbers, and sizes in their descriptions. They should check their work for correct word use, grammar, and spelling.





## Unit 1, Lesson 5, Part A

### Focused Activity–Vocabulary Collage

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

- Classify Lesson vocabulary according to the following categories:

## People

## Activities

Food

## Colors

## Numbers

## Objects

**Materials:**

Collage paper (six sheets)

Magazines

Newspapers

Art materials (markers, crayons, glue, scissors)

## Extra Help

## Vocabulary Collage

*Prepare Ahead:*

- Write one of the following category titles at the top of each sheet of collage paper:

## People

## Activities

Food

## Colors

## NumbersObjects

1. Students should find pictures or draw images of the words and label them.
2. Direct students to add these images to the appropriate collage sheets.
3. Students will then take turns naming images and reading labels.

*For additional vocabulary practice, have students create personal flash cards with Unit 1 terms. Encourage students to review cards to build vocabulary skills.*







### RAISE THE BAR

Have students read their dialogues several times successively to develop fluency.

## Unit 1, Lesson 5, Part B

### Focused Activity–Reading Your Own Script

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

- Create and read their own scripts using Lesson vocabulary.

#### Materials:

- Copies of Versions 1 and 2 scripts, one for each student (see **Appendix B and C**)
- Index cards with Unit 1 verbs
- Download Version 1 script **Track 1**

#### Extra Help

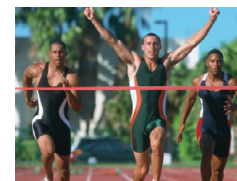
#### Reading Your Own Script

*Script versions 1, 2, and 3 are listed following the directions for this activity.*

1. Display or distribute the Version 1 script. Students will listen to this version on audio.
2. Play Version 1 script while students follow along. Then have students in pairs read the script.
3. Distribute the Version 2 script.
4. Students should work in pairs to generate their own variation of the script, filling in the blanks with different vocabulary words. Each student should have her own copy of the pair's script.
5. When finished, students will form new pairs and exchange scripts, with each partner taking turns reading his new lines aloud. Partners may also create new dialogues by combining lines of script from previous versions.
6. A Version 3 script is included as a teacher reference for grammar categories.

*You may choose to create a first script together with students for additional modeling.*

*Encourage students to be whimsical in their scripts, perhaps including conversations between animals, animals and people, apples and sandwiches, or others.*





### Version 1 Script

Speaker A: Hello. I am a doctor. Who are you?

Speaker B: I am a police officer. What are you doing?

Speaker A: I am eating.

Speaker B: What are you eating?

Speaker A: I am eating apples and sandwiches.

Speaker B: How many apples do you have?

Speaker A: I have three apples.

Speaker B: How many sandwiches do you have?

Speaker A: I have six sandwiches. What are you doing?

Speaker B: I am buying a green hat and two T-shirts.

Speaker A: What are the men doing?

Speaker B: They are running. What is the cat doing?

Speaker A: The cat is sleeping. What does the girl have?

Speaker B: She has flowers.

Speaker A: Goodbye.

Speaker B: Goodbye.

### Version 2 Script

Speaker A: Hello. I am a \_\_\_\_\_. Who are you?

Speaker B: I am a \_\_\_\_\_. What are you doing?

Speaker A: I am \_\_\_\_\_.

Speaker B: What are you \_\_\_\_\_?

Speaker A: I am \_\_\_\_\_ and \_\_\_\_\_.

Speaker B: How many \_\_\_\_\_ do you have?

Speaker A: I have \_\_\_\_\_.

Speaker B: How many \_\_\_\_\_ do you have?

Speaker A: I have \_\_\_\_\_. What are you doing?

Speaker B: I am \_\_\_\_\_ a \_\_\_\_\_ and \_\_\_\_\_.

Speaker A: What are the \_\_\_\_\_ doing?

Speaker B: They are \_\_\_\_\_. What is the \_\_\_\_\_ doing?

Speaker A: The \_\_\_\_\_ is \_\_\_\_\_. What does the \_\_\_\_\_ have?

Speaker B: She has \_\_\_\_\_.

Speaker A: Goodbye.

Speaker B: Goodbye.

### Version 3 Script

Speaker A: Hello. I am a [noun]. Who are you?

Speaker B: I am a [noun]. What are you doing?

Speaker A: I am [verb-1].

Speaker B: What are you [verb-1]?

Speaker A: I am [verb-1] [noun-1] and [noun-2].

Speaker B: How many [noun-1] do you have?

Speaker A: I have [number] [noun-1].

Speaker B: How many [noun-2] do you have?

Speaker A: I have [number] [noun-2]. What are you doing?

Speaker B: I am [verb] a [color] [noun] and [adjective] [noun].

Speaker A: What are the [plural noun] doing?

Speaker B: They are [verb]. What is the [noun-3] doing?

Speaker A: The [noun-3] is \_\_\_\_\_. What does the [noun] have?

Speaker B: She has [noun].

Speaker A: Goodbye.

Speaker B: Goodbye.



## Unit 1, Lesson 5, Part C

### Focused Activity–Listening *Bingo*

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

- Use active listening skills to identify words in the context of sentences.

#### Materials:

- Bingo board, one per student (see **Appendix D**)
- Bingo chips (or suitable substitute)

#### Extra Help

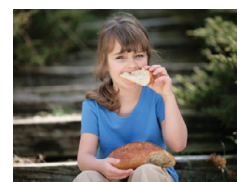
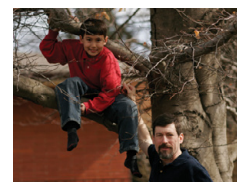
#### Listening Bingo

*Prepare Ahead:*

- Make copies of Bingo board for each student. Randomly place Lesson vocabulary words in the grid squares, or have students write in words.
- *Make a list of sentences containing vocabulary words. Consult the Course Content for ideas.*

1. Distribute *Bingo* cards and chips to students. Have them cover their free space with a *Bingo* chip.
2. Explain to students that you will read sentences aloud. When they hear a vocabulary word that appears on their *Bingo* card, they should place a chip on top of the word. Let them know they may hear more than one vocabulary word per sentence.
3. A student shouts "Bingo!" and wins the round when she has marked five words in a row (vertically, horizontally, or diagonally).

*You may opt to let the winner of each round read the sentences for the next round.*





## Unit 1, Lesson 5, Part D

### Focused Activity–Living Sentences

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

- Produce selected vocabulary words in the context of complete sentences.

#### Materials:

Sentences with Unit 1 vocabulary words (see **Appendix E**)

#### Extra Help

#### Living Sentences

*Prepare Ahead:*

- Sentences (of varying length and degree of challenge) that contain Unit 1 vocabulary words.
- Cut sentences into squares and separate by color to distribute words to students.

1. Students will perform living sentences by standing side-by-side in correct word order and speaking assigned vocabulary words.

2. Assign each student a word or phrase for each of the following categories:

subject noun (**The girl**)

adjective (**green**)

verb (**are drinking**)

object noun (**pens**)

*Assign at least one student the role of **and** for the creation of compound subjects, verbs, objects, and sentences.*

3. Students should create their own scripts by writing down each category and their assigned corresponding word.

4. Create the target sentence in the following way:

Choose two students to bring their scripts to the front of the room.

One student reads her subject noun; the other reads his verb.

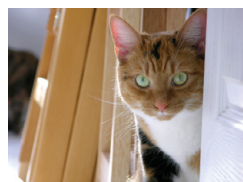
Be sure students arrange themselves according to the word order of the target sentence.

Call on additional students to place themselves accordingly, as they read appropriate object nouns, adjectives, and other relevant parts of speech.

When the target sentence is complete, direct students to speak their designated words in order. The class then recites the entire sentence.

5. Create different versions of the target sentence by asking students to shift positions according to number, gender, and agreement.

6. Activity continues with new target sentences.







## Unit 1, Lesson 5, Part E

### Focused Activity–Grammar Choices

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

- Demonstrate correct use of grammar by choosing appropriate word forms in the context of sentences.

#### Materials:

Copy of Version 1 text to display to students

Download Version 1 text **Track 2**

Copies of Version 2 text, one per student (see **Appendix F**)

#### Extra Help

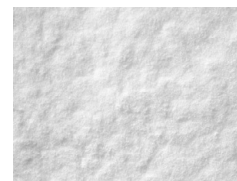
#### Grammar Choices

1. Display Version 1 text (see below) for the class.
2. Play the Version 1 passage and have students read aloud as a group, providing opportunities for students to hear several examples of correct subject-verb agreement.
3. Remove Version 1 from view or, depending on students' abilities, keep the passage on display for use as a reference.
4. Distribute a copy of Version 2 text to each student.
5. Direct students to circle the correct choice for each of the 10 challenged sentences.
6. Read the passage aloud again as a group, pausing for students to use the correct words they have circled.

Version 1:

There are six children. They are students. What are they doing? One boy is eating a sandwich and an apple. Two girls are running. They have a green ball and a yellow ball. Three boys are not running. Two boys are reading newspapers and one boy has a book. He is sitting near a small yellow cat. It is sleeping.

We are not children, we are adults. We are drinking coffee. I am eating an egg. You are a doctor. You are wearing a white coat. They are police officers. They have big black cars. One police officer has a bicycle.



## Unit 2

# Greetings and Introductions

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## Unit 2:

# Greetings and Introductions

### Introduction to Unit 2

Once students can identify and describe some of the world around them, the next logical step is to begin interacting with friends and strangers in their new language. An integral part of this process is learning greetings, the relationships between members of a family, and basic emotions. We see this development in children learning their first language as they begin to identify with others their age and can finally express their feelings and physical states.

### Teaching Unit 2

As students progress through this Unit in the Rosetta Stone® software, they should gradually become more comfortable interacting in English inside and outside of the classroom. With the ability to speak about where they live or used to live, where objects reside in relation to one another, and how their family structures work, students can begin the process of connecting to the culture of their new target language. Because of students' growing ability in this regard, more cultural activities are included as class projects in Unit 2. Engaging students in the cultures of parts of the world where English is spoken will also help them to put the language in context and retain more information.

#### Lesson 1a: Family Relationships–Part 1

This Lesson introduces the concept of family. Practicing words and phrases from this Lesson will allow students to begin describing their own families as well as families they know. Today, they get valuable practice in these skills by describing photos that illustrate family-member vocabulary and by acting out lines of text from the software and staging mock family portraits.

#### Lesson 1b: Family Relationships–Part 2

In this Lesson, learners practice using demonstratives and possessive pronouns to describe family and friends. They will also have the opportunity to learn about and begin creating family trees—a project that may span several class periods. Please take care that students who have nontraditional family structures are included in an appropriate manner.

#### Lesson 1c: Numbers 7–12 and Ages

Be sure to mention to students ahead of time that they should bring a birthday or school photo to this class. Today they will discuss their ages and the ages of others in their families. The numbers needed may not have been covered so far in this course, so you may wish to supplement students' knowledge with additional terminology. Or, you may have students express the numbers as two single digits (30 would be **3, 0**). Either option would provide a unique opportunity to teach new numbers.

#### Lesson 1d: Journal Activity–My Family

At home, learners will write in their journals about their family members.

#### Lesson 2a: In, On, and Under

With this Lesson, your students should be able to describe the relative location of objects. This is particularly relevant as they are also learning many of the common nouns associated with dining and home life. In addition to writing and speaking exercises, this Lesson offers an ideal opportunity for students who are kinesthetic learners to get out of their seats and place imaginary household items within rooms of an imaginary home.

#### Lesson 2b: Family at Home

In photo and family tree activities and a funny Valentine craft project, students will practice using family-related terms and possessive pronouns, as well as words to describe signs of affection, such as **hugging** and **kissing**.

#### Lesson 2c: Location and Ownership

Your class will be abuzz as students circulate around the room asking questions of each other to ascertain ownership of textbooks that you will randomly distribute. After all have located their own books, they will use their descriptive skills and comprehension of prepositions while composing still-life arrangements based on peers' instructions.

#### Lesson 2d: Review

Two writing assignments provide opportunities for your students to practice answering questions using creative combinations of Unit 2 vocabulary. In the take-home portion of this review, students will answer questions about their family members' activities and whereabouts.

#### Lesson 2e: Journal Activity–On the Air

Almost everyone has a favorite radio program or television show, and today students get a chance to write about theirs in their journals.

#### Lesson 3a: Where Are You From?

Today's Lesson emphasizes the concept of being **from** somewhere. You will assign each learner a country to be from, and then class members will describe where they and others are from, what kind of dwellings they live in, and other details about their home lives and daily routines. A map of the world facilitates this question-and-answer session and gives students practice with the terms **near** and **far**. This may provide an opportune time for a discussion about the home countries of your students who were born outside the United States.

### **Lesson 3b: Greetings and Introductions**

Casual “hellos” are probably already a part of every student’s English vocabulary, but today’s practice in the correct form and function of greetings and introductions will enable them to use these words in proper context and feel confident in interactions with other English speakers.

### **Lesson 3c: American Cultural Activity—Landmarks and Geography**

In this exercise students will use travelogue photos, articles, and captions to practice landmark-related vocabulary, including the names of countries, **bridge, street, park, city**, and the proximity terms **near** and **far**.

### **Lesson 3d: International Cultural Activity—Flags and Clothing**

For today’s discussion about flags as cultural icons, you will need to bring in flags, or photos of flags, from countries whose names have already appeared in course vocabulary (**United States, Italy, Egypt, Brazil, Russia, Japan, France, and China**). Examples of traditional clothing from these countries would also be a wonderful asset to augment the discussion; you may wish to ask students to bring in articles of clothing their families have at home.

### **Lesson 3e: Journal Activity—Where Am I From?**

Students will write in their journals about where they live and where they are from in terms of a home country.

### **Lesson 4a: Clothing, Colors, and Physical Attributes**

During this Lesson students will practice describing their clothing and certain physical attributes, such as hair color. This is the beginning of the students’ transition from being able to describe what they are doing and where they are from to describing how they are feeling physically and emotionally.

### **Lesson 4b: Physical States**

Building on the previous Lesson in which students described their physical appearance, they now practice articulating their physical states verbally, in writing, and through gestures and sketches. The English words they are using—**hungry, thirsty, fine, hot, and cold**, for example—help them construct their interior emotions and states of being.

### **Lesson 4c: Conversational Dialogue**

Today students practice English words for immediate and extended families, including multiple terms for the same relative—**mom** and **mother** and **grandpa** and **grandfather**, for example. Pairs of students will write and perform scripts of dialogues between two family members, focusing on “small talk” and simple descriptions of how they are feeling and what they are doing, wearing, eating, or drinking.

### **Lesson 4d: Review**

For review, students will listen to an interview, and then in small groups, develop and present scripts involving a fictitious reporter who interviews other characters about their lives. All students should have speaking parts, and you should encourage the groups to use as many known vocabulary words and concepts as possible.

### **Lesson 4e: Journal Activity—Dressing for the Weather**

In this journal-writing assignment students will write a dialogue for several people who are discussing appropriate clothes to wear in different climates.

### **Lesson 5a: Enrichment Activity—Visual Essay**

Students participating in this advanced activity will prepare a visual essay using storyboard format and either photos or illustrations to tell a story. Encourage only minimal use of words, as the images should portray the saga.

### **Lesson 5b: Focused Activity—Vocabulary Words Around the House**

For students needing extra help with the wide-ranging vocabulary in Unit 2, this special activity gives them an opportunity to practice by using their imaginations to create visual representations of words. These “enhanced words” fill in, shade, or outline the shapes they represent.

### **Lesson 5c: Focused Activity—Reading Sarah’s Journal**

This reading and writing activity gives students a peek into an imaginary character’s journal. After reading the entry, they will write answers to questions about what they have discovered about Sarah.

### **Lesson 5d: Focused Activity—Speaking Conversations**

With partners, learners will have conversations in which they parrot common frequently used spoken phrases.

### **Lesson 5e: Focused Activity—Living Grammar**

For this exercise, students will use cards on which individual words are written. They will practice lining up the cards to create sentences focusing on correct word order and subject/verb agreement.







# Grammar & Usage

## Unit 2, Lesson 1

## Grammar

## Compound Subjects

Explain that a complete sentence must have at least one subject and one verb:

The boy is playing.

The woman is cooking.

Note that a subject and a verb are the minimum requirements for a sentence.

Explain that sentences with additional details convey clearer meanings. One type of detail is a compound subject (more than one subject):

The boy and his dog are playing.

The woman and her friend are cooking.

Remind learners that when more than one subject is used, the verb must be plural to match the subject in number.

## Usage

## Family Relationships

Explain to learners that family relationships are important in every culture, and that this Lesson provides practice in naming family members:

family = mother, father, daughter(s), son(s)

parents = mother and father

Family terms by gender:

**Female**

wife

mother

daughter

sister

## Male

husband

father

son

brother

[illegible]



**Vocabulary  
Taught or  
Reviewed:**

babies  
baby  
children  
daughter  
daughters  
family  
father  
husband  
mother  
parents  
son  
sons  
wife

## Unit 2, Lesson 1, Part A

### Family Relationships–Part 1

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

- Identify family members.
- Describe situations using possessive pronouns.

**Materials:**

Magazine photos  
Card stock  
Index cards  
Container

**Skill Builder**

**Picture It**

*Prepare Ahead:*

- *Photos that illustrate third person possessive pronouns and family-member vocabulary. Photos of known people, animals, and objects may also be used. Mount photos on card stock for easy display.*

1. Show photos one at a time.
2. Ask students to describe what they see, using possessive pronouns in phrases and sentences.  
For example:  
a woman and her daughter  
a boy and his dog  
He is eating his apple.
3. If time permits, divide the class into small groups of students and distribute several photos to each group.
4. Circulate around the room as group members take turns describing photos to each other.



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





## Skill Sharpener Act It Out

*Prepare Ahead:*

- *Index cards with lines of text from this Lesson.*



1. Divide the class into small teams of students.
2. Distribute text cards to each team (one card per person).
3. Students should act out phrases and sentences as other teams guess the scenarios.

*Check for proper use of possessive pronouns and family-member vocabulary in teams' responses.*



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



## Assessment Who's Who?

*Prepare Ahead:*

- *Slips of paper with family-member terms; place these in a container.*



1. Ask for two volunteers to select eight slips of paper from the container.
2. These students will have five minutes to stage a mock family portrait, choosing peers to come to the front of the room and get into position based on the selected family vocabulary.
3. Classmates will guess the members of the portrait, using family terms and possessive pronouns.

For example:

parents and their sons  
a wife and her husband  
a father and his daughter

*Evaluate students' use of family-member vocabulary and possessive pronouns. Review as necessary.*



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Interpersonal



**Word of  
the Day:**  
family



**Vocabulary  
Taught or  
Reviewed:**

brother  
brothers  
friend  
friends  
her  
his  
my  
our  
play  
sister  
sisters  
their  
these

## Unit 2, Lesson 1, Part B

### Family Relationships–Part 2

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

- Use demonstratives and possessive pronouns to accurately describe people and situations.
- Use family vocabulary terms appropriately in the context of class projects.

**Materials:**

Family photos  
Example of a family tree  
Large sheets of paper (one per student)

**Jump Start**

**Family Photos**

*Prepare Ahead:*

- Ask students to bring photos from home of family members, friends, or pets (dogs, cats, horses).

1. Students should describe their photos using demonstratives, family vocabulary, and first person possessives ("This is my sister." "These are my parents.").
2. After everyone has had a turn, challenge students to describe their photos using two statements, one of which uses **not** to counter the other. For example, "This is not my mother. This is my father."



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

**Extending the Text**

**Family Sentences**

1. Write the following terms in columns on the board:

Column 1	Column 2	Column 3	Column 4
This	is	my	mother
These	are	his	father
		her	sister(s)
		our	brother(s)
		their	daughter(s)
			son(s)
			friend(s)
			baby
			parent(s)
			family
			husband
			wife





2. Students will have 10 minutes to compose as many sentences as possible, using words from each column.



3. As students take turns reading their sentences aloud to the class, listen for correct word use and sentence construction.

4. Collect papers and evaluate for word use, grammar, and spelling.



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



### Assessment Family Tree

Extended class project:

1. Show an example of a family tree and explain its structure.
2. Have students talk with family members about their own family trees and sketch out rough drafts at home.
3. Over the next few class sessions, students should create final versions of their family trees on large sheets of paper.
4. Encourage students to use their creativity when illustrating their trees.
5. Students should present their family trees to the class and point out the relationships among family members.
6. Before students present projects, model the use of demonstratives, possessive pronouns, and family-member vocabulary. For example:

This is my mother.	These are her two sisters.
This is her mother.	These are her two brothers.
This is her father.	These are her three children.



*Suggest to students that illustrations or photos may enhance family trees.*



Bloom's Taxonomy: Application  
Multiple Intelligences: Naturalist



**Word of  
the Day:**  
my

**Vocabulary  
Taught or  
Reviewed:**

how old  
year  
years  
zero

seven  
eight  
nine  
ten  
eleven  
twelve

## Unit 2, Lesson 1, Part C

### Numbers 7–12 and Ages

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

- Describe quantities by expressing the correct number of people, animals, or objects.
- Demonstrate an understanding of the numbers **one** through **twelve** as they relate to age.

#### Materials:

Lesson, magazine, or newspaper photos  
Copied pages from students' math books  
Index cards  
Birthday or school photos of people (ages one to twelve)

#### Skill Builder

##### Count It Out!

*Prepare Ahead:*

- *Photos with sets of people, animals, and objects.*

1. Write the numerals 0–12 on the board and count aloud with students.
2. Distribute photos and direct students to count aloud and describe what they see, using this format: There are \_\_\_\_\_. For example:  
There are eleven flowers.  
There is one girl.



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







## Unit 2, Lesson 1, Part D

### Journal Activity–My Family

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

- Provide a written description of their family.

#### Extending the Text

#### My Family

After reviewing family vocabulary with students, direct them to take their journals home and write about their family members. They should check their work for correct word use, grammar, and spelling.





## Grammar & Usage

### Unit 2, Lesson 2

## Grammar

## Nouns, Articles, and Prepositions

Explain to students that nouns are words that name people, places, things, and ideas.

The indefinite articles **a** and **an** refer to unspecified people, places, things, and ideas. Advise students to use **a** with nouns that begin with consonants (**a family, a coat**), and **an** with nouns that begin with vowels (**an apartment, an egg**). The definite article **the** is used before specific singular and plural nouns (**the sun, the girls**).

Prepositions connect elements of a sentence and express relationships of time, manner, or place. The prepositions **on**, **under**, and **in** clarify location, as in the following examples.

The bowl is **on** the table.

The shoes are **under** the bed.

Your cup is **in** the sink.



## Usage

## Syllables

Explain to students that syllables are important components of correct pronunciation in the English language. Use Lesson vocabulary such as the following to illustrate stressed and unstressed syllables in words of varying length:

on  
house  
window  
standing  
grandmother  
apartment  
television



**Vocabulary  
Taught or  
Reviewed:**

apartment  
bathroom  
bedroom  
chair  
computer  
computers  
desktop  
dining room  
door  
house  
in  
kitchen  
laptop  
living room  
on  
radio  
shoe  
sink  
television  
toilet  
under  
window

## Unit 2, Lesson 2, Part A

### In, On, and Under

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

- Identify household rooms and objects.
- Describe and illustrate the location of people, animals, or objects.

**Materials:**

Container  
Index cards  
Art materials

**Skill Sharpener**

**In, On, or Under?**

*Prepare Ahead:*

- *Slips of paper with known nouns; place these in a container.*

1. Write these prepositions on the board: **in, on, under**.
2. Students should take turns selecting two nouns from the container.
3. Direct students to write three sentences that contain their two nouns and each listed preposition.  
For example, if a student selects the words **keys** and **shoe**, his sentences should read:  
The keys are in the shoe.  
The keys are on the shoe.  
The keys are under the shoe.
4. Call on several volunteers to read their sentences.
5. Students may illustrate sentences if time permits.



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

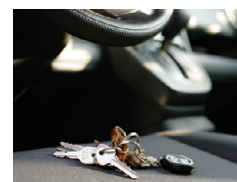
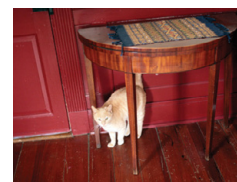
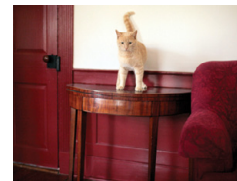
**Extending the Text**

**What Is It? Where Does It Belong?**

*Prepare Ahead:*

- *Index cards with known household terms (**bed, bowl, table**).*

1. Write the terms **living room, bathroom, kitchen, dining room, and bedroom** on the board.  
Leave a good deal of space between terms.





2. Distribute household-term cards.

3. Direct students to tape cards on the board, under the room heading where the household item is likely found. For example, **bowl** = **kitchen**, **bed** = **bedroom**.



4. If time permits, redistribute household-term cards. Use these to label different classroom areas as house rooms, with students going to the area that matches their term. For example, the holder of a **television** card would stand in the **living room**. Groups should identify their locations ("We are in the kitchen."), and students should specify what item they have ("I have a sink.").

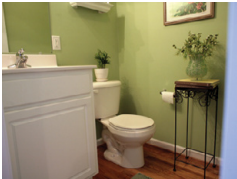


Bloom's Taxonomy: Application  
Multiple Intelligences: Bodily-Kinesthetic

### Assessment Audio-Visual Quiz

*Prepare Ahead:*

- *Several sentences with adjectives and prepositions. For example:*  
*The small dog is under the big table.*  
*The red apple is on the green chair.*  
*The white rice is in the big yellow bowl.*



1. Distribute art materials.

2. Read the first sentence aloud.

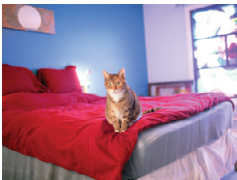
3. Direct students to illustrate this sentence.

4. Repeat Steps 2 and 3 for the remaining sentences.

5. Collect students' papers and evaluate for accuracy.



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



**Word of  
the Day:**  
window



## Vocabulary

### Taught or

### Reviewed:

grandfather  
grandmother  
hugging  
kissing  
love  
loves

## Unit 2, Lesson 2, Part B Family at Home

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

- Use family-vocabulary terms and possessive pronouns to describe actions.
- Use terms of emotion (**hugging, kissing, love**) to describe and illustrate family relationships.

### Materials:

Lesson photos of family members  
Art materials (construction paper, glue, scissors, markers)  
Family tree

### Focus and Motivate

#### Who's Who?

*Prepare Ahead:*

- Lesson photos of family members.

1. Display Lesson family photos one at a time.
2. Ask questions such as the following:  
Who is hugging the daughter?  
Is the boy her sister?  
Where are the girl and her grandmother?
3. Be sure that each student answers at least one question, using complete sentences to do so.



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

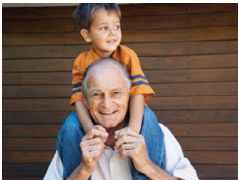
### Engage and Explore My Funny Valentine

*Prepare Ahead:*

- Art materials such as construction paper, glue, scissors, and markers.

1. Distribute art materials.
2. Ask students to choose a family member to be the subject of a Valentine's Day card.
3. Students should select two known objects, one to represent themselves and one to represent their relative. For example, a student takes on the persona of a bicycle and her mother is portrayed as a newspaper.





4. Students then create a valentine illustrating a humorous, loving interaction between the two objects, personifying through collage or illustration. For example, a mother newspaper could be shown hugging a daughter bicycle.

5. Students should also write a sentence somewhere on the card describing the scene, along with the following statement: "I love you, \_\_\_\_\_." The blank should be filled in with a family-member term.

6. Encourage students to share their cards with a partner or the class.

7. Suggest that students take their card home, present it to their relative, and discuss it with their family.

*As an alternative activity, students could create valentines for use by younger students.*



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal

### Assessment Family History

*Prepare Ahead:*

- *An illustrated family tree showing three generations. Be sure that each person on the tree has a different name for easy identification. Illustrations may be drawings or magazine photos.*

1. Display family tree.

2. Have students respond in writing to questions you pose, such as the following:  
Who is his father?  
Who is her grandmother?

3. Students should use complete sentences and characters' first names when writing their answers. For example:  
Jacob is his father.  
Emma is her grandmother.

4. Collect papers and evaluate for word use, grammar, and spelling.



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

**Word of  
the Day:**  
love

**Vocabulary  
Taught or  
Reviewed:**

listening  
my  
sitting  
standing  
under  
watching  
where  
your

## Unit 2, Lesson 2, Part C

### Location and Ownership

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

- Ask and answer questions to ascertain ownership.
- Demonstrate an understanding of prepositions by following verbal instructions.

**Materials:**

- Photos from this Lesson or other sources
- Textbooks (any subject matter)
- Objects for known words (see **Assessment**, Step 2, for details)

**Skill Sharpener**

**Vocabulary Drill**

*Prepare Ahead:*

- *Photos from this Lesson or other sources.*

1. Show photos that represent Lesson vocabulary.
2. Ask questions such as:  
What is this?  
What is he doing?
3. Rotate through photos several times, allowing students to answer different questions about the images.



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

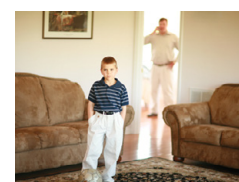
**Engage and Explore**

**Whose Is It?**

*Prepare Ahead:*

- *Textbooks, each with a label containing a student's name.*

1. Distribute a textbook to each student.
2. Have students circulate around the room, find a peer, and ask, "Is this your book?" as they show the book they are holding.





- If the peer looks at the label and responds, "Yes. This is my book." the partners will trade.  
If the response is, "No. This is not my book." the students will move on to ask other peers.



- Play continues until all students have a textbook with their name.



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal

### Assessment The Mirror Game



- Divide the class into pairs of students.
- Distribute to each student four objects that are identical to those of his partner. Each pair in the class can have a different set of objects.



- Have students set up a screen of some sort between them (an open textbook standing on end), so that neither can see what the other is doing.
- Start the game by having one student from each pair select two objects from her possible set and arrange them in, on, or under each other, behind the screen. This student then tells her partner what she built ("The keys are on the plate.").
- The partner then tries to build the same still-life. When this student thinks he has duplicated his partner's creation, he takes away the screen so the arrangements can be compared. Pairs should then switch roles.



- Circulate around the room and assess students' actions for comprehension and retention.

*If this activity seems too easy for students, make it more challenging by having the guesser ask questions to find out what the objects are and how they relate to each other. For example:*

*Is there an apple?*

*Is the apple on the book?*

*Is there a book?*

*Is the apple under the book?*



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

*For advanced students, have them construct still-life scenes with three or more items (The plate is under the apple and on the cup.).*



## Unit 2, Lesson 2, Part D

### Review

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

- Provide creative answers to basic questions by combining known terms in new ways.
- Chronicle their family's home activities by reading a given set of questions and writing appropriate answers.

#### Materials:

Copies of questions with vocabulary list for In-Class Activity, one per student (see **Appendix A**)

Copies of questions for Out-of Class Activity, one per student (see **Appendix B**)

#### Classroom Community

#### In-Class Activity—Quirky Questions, Amazing Answers

1. Distribute the list with questions and vocabulary terms to each student. Examples include:

What are you doing?	Is she your sister?
Who is playing/eating/sleeping/drinking?	Is he your brother?
Are you eating/sleeping?	Is this your book/hat/ball?
Where are my keys/books?	How old are you?
Where is my coat/cup/newspaper?	How old is he/she?

watching/listening	house/apartment
sitting/standing	door/window
on/in/under	television/radio/computer
chair/table	

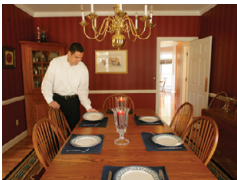
2. Students should write answers to each question, using complete sentences and as many Lesson terms as possible.
3. Encourage students to be creative in their replies. For example, a response to the question "What are you doing?" might be:  
I am sitting under the table in my dining room and I am watching television, listening to the radio, and eating a sandwich.
4. Read each question, and ask several volunteers to share their answers with the class.





## Community Connection

### Out-of-Class Activity–Family Facts



1. Distribute a list of household questions to each student, with information such as the following:

Who is sitting in the kitchen?	What is on the table?
Who is standing in the dining room?	What is under the bed?
Who is walking in the living room?	Who is in the house/apartment?
Who is sleeping in the bedroom?	Who is in the car?
Who is watching television?	
2. Direct students to take their lists home and answer questions in complete sentences, using known terms for family names. Encourage students to be as detailed as possible. For example:

My sister is sitting in the kitchen, and my father is cooking in the kitchen.  
My brother is walking in the living room, my dog is running in the living room,  
and my mother is watching television in the living room.  
My shoes and books are under the bed, and my cat is sleeping under the bed.
3. Students should bring completed assignments to the next class session and take turns reading their home observations aloud.
4. Collect papers and evaluate for word use, grammar, and spelling.

## Unit 2, Lesson 2, Part E

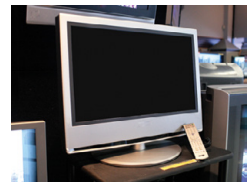
### Journal Activity–On the Air

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

- Provide a written description of their radio and television preferences.

#### Community Connection On the Air

Direct students to write a journal entry about the radio programs they listen to, and the television shows they enjoy watching. They should check their work for correct word use, grammar, and spelling.





## Grammar

### Personal Pronouns

A smiling man and a young girl standing together in a living room. The man is wearing a pink button-down shirt and has his arms crossed. The girl is wearing a white t-shirt and is smiling. They are in a well-lit room with a fireplace in the background.

## Usage

### Titles and Addresses

A young boy and girl are smiling in a living room. The boy is wearing a red and white plaid shirt, and the girl is wearing a white t-shirt. They are standing in front of a fireplace mantel with several small framed pictures hanging on the wall above it. A large television is visible in the background.

- 
- A man in a green polo shirt is seen from the back, talking to a man in a patterned button-down shirt. They are outdoors, with a building and trees in the background.





## Vocabulary

### Taught or

### Reviewed:

apartment

Beijing

Brazil

China

city

country

Egypt

far

France

from

Italy

Japan

live

lives

Moscow

name

near

New York

Paris

park

Rome

Russia

United States

## Unit 2, Lesson 3, Part A

### Where Are You From?

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

- Ask and answer questions about known cities and countries.
- Describe locations in terms of **near** and **far**.

#### Materials:

World map

Lesson photos of cities and countries

Illustrated travelogues

Travel brochures

#### Jump Start

#### Around the World

1. Using the world map, Lesson photos, and travel publications, hold a brief question-and-answer session about known cities and countries. For example:

What is the name of this country?

What is the name of this city?

Where are you from?

Is Japan far from China?

Where do you live?

Is Italy near France?

2. Students should answer in complete sentences.

3. If time permits, have several volunteers ask questions of their peers.



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





## Curriculum Connection

### What Country Are You From?

*Prepare Ahead:*

- *World map.*



1. Label different classroom areas with the names of known countries.
2. Review the names of countries, using the world map for reference.
3. Assign students to different classroom areas (countries).
4. Ask each student to state the name of his country and describe where his peers are from.  
For example: "I am from Egypt. Lily is from Italy. Marcos, Celia, and Alex are from Brazil."
5. Have students describe the relationship of the classroom countries in terms of **near** and **far**.
6. As a group, determine the number of students from each country and create a class graph. Discuss this information.



Bloom's Taxonomy: Application

Multiple Intelligences: Bodily-Kinesthetic

## Assessment

### Where We Live and What We Do

1. Generate, as a class, a list of known vocabulary words that relate to dwellings, countries, cities, and daily routines.
2. Direct students to write at least five sentences that describe where they and others live and what they do in their homes. For example:  
I am from Russia. I live in an apartment. My dining room is blue.  
My grandmother lives in Egypt. Her house is near a park.  
My family is from the United States, and we live in a house.  
My brother is playing in the living room, and my parents are cooking in the kitchen.
3. Call on students to read their sentences aloud.
4. Collect papers and check for word use, sentence structure, grammar, and spelling.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

## RAISE THE BAR

For assessment assignment, introduce paragraph writing. Using the example text, create a paragraph, explaining its form, the introduction, body, and conclusion. Ask students to write their sentences in a paragraph.

**Word of the Day:**  
city

## Vocabulary

### Taught or

### Reviewed:

this is my...

my name is...

what is your name

nice to meet you

hello

hi

goodbye

Mr.

Mrs.

Ms.

Miss

## Unit 2, Lesson 3, Part B

### Greetings and Introductions

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

- Introduce themselves appropriately within the context of conversations.
- Ask and answer questions about personal interests.

### Skill Sharpener

#### Greetings and Salutations

1. Direct students to form two or three lines, depending on class size. There should be five or six students in each line.
2. The first student in each line begins the following exchange with the peer behind or beside her:  
Speaker 1: Hi. My name is \_\_\_\_\_. What is your name?  
Speaker 2: My name is \_\_\_\_\_.  
Speaker 1: Nice to meet you.  
Speaker 2: Nice to meet you.  
Speaker 1: Goodbye.  
Speaker 2: Goodbye.
3. Speaker 2 then turns to Speaker 3 and says, "Hi. My name is \_\_\_\_\_. What is your name?"  
Conversations continue down the lines in the above fashion until everyone has participated.



Bloom's Taxonomy: Knowledge  
Multiple Intelligences: Interpersonal





## Classroom Community

### Getting to Know You

1. Divide the class into pairs of students.
2. Direct partners to interview each other, using questions such as:

Where are you from?	Do you have a bicycle/car?
Where do you live?	How old are you?
Do you have dogs/cats/fish/horses?	Do you have a brother/sister?
How many?	How old is he/she?
3. Advise students to write down their interview questions and answers.
4. After partners have interviewed each other, they should take turns introducing one another to the class. Each interviewer should report at least three facts about his subject, using complete sentences.



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal

## Assessment

### Writing About New Friends

1. Direct students to create a short story (minimum two paragraphs) about people who are getting to know each other.
2. Stories should include the following information about the characters:

names	family members
ages	clothing
countries or cities of origin	activities
descriptions of residences	
3. Ask several volunteers to share their stories with the class.
4. Collect papers and evaluate for paragraph form, word use, grammar, and spelling.

*As an option, students may illustrate their work.*



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

**Word of the Day:**  
name



### RAISE THE BAR

After each student listens to her partner's description of the images, have her turn to another student and summarize what the partner said about the landmarks.

## Unit 2, Lesson 3, Part C

### American Cultural Activity—Landmarks and Geography

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

- Describe famous cities, streets, parks, and bridges.

#### Materials:

Brochures, travelogues, and magazines with photos of American landmarks that illustrate Lesson vocabulary

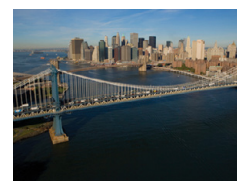
#### Connecting to Culture

#### Landmarks and Geography

1. Display travelogue photos of famous landmarks in the United States, focusing on bridges, streets, parks, cities, and proximity (**near/far**). Read appropriate accompanying text about each landmark to the class.
2. Divide the class into pairs of students.
3. Distribute travel photos to the pairs. Have partners describe pictures to each other using Lesson vocabulary.
4. Students should also highlight Lesson vocabulary they find in captions and articles, then read the phrases and sentences that contain these words to their partners.
5. Circulate around the room to monitor descriptions, answer questions, and listen to students read Lesson vocabulary in context.



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





## Unit 2, Lesson 3, Part D

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

- Describe cultural icons (flags) using known terms.
- Describe clothing and country of origin using appropriate vocabulary terms.

### Materials:

World map

Flags (actual, photos, illustrations) from known countries

### Examples of traditional clothing from known countries

## Connecting to Culture

### Flags and Clothing

1. Display flags from known countries (**United States, Italy, Egypt, Brazil, Russia, Japan, France, China**), and label them with the name of the country they represent.
2. Direct students to select a flag, name its country, and describe its colors. For example:  
This is from Italy and is red, white, and green.
3. Display traditional clothing (or show photos if garments are not available).
4. Students should name clothing items and describe them, using color, size, and other vocabulary terms.
5. Use a world map to identify the countries where the displayed clothing is worn.

*This may be an opportunity to teach the term **flag**, which is taught in a later Lesson.*



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



### RAISE THE BAR

Have students compare and contrast their relatives' living situations.

## Unit 2, Lesson 3, Part E

### Journal Activity—Where Am I From?

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

- Provide a written description of their current dwelling and home country.

#### Real-Life Learning

#### Where Am I From?

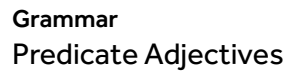
1. Students will write, in their journals, a paragraph describing who they are, where they live, and where they are from in terms of a home country. They should check their work for correct word use, grammar, and spelling.
2. Have students repeat the above information for two relatives.





Discuss how adjectives modify nouns. They describe people, places, and things in a way that sharpens images and helps people communicate more precisely. Note that the most basic way to use an adjective is to place it before the noun it describes.

The **short** man is wearing a **black** suit.



The boy **is tired**.  
Her pants **are blue**.





**Vocabulary  
Taught or  
Reviewed:**

belt  
blond  
brown  
color  
gray  
hair  
hungry  
jeans  
orange  
pink  
purple  
short  
socks  
suit  
sweater  
tall  
thirsty  
tie

## Unit 2, Lesson 4, Part A

### Clothing, Colors, and Physical Attributes

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

- Identify hair color and clothing.
- Describe physical attributes using known Lesson terms.

**Materials:**

Art books or magazines

**Skill Sharpener**

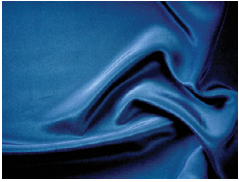
**Are You Describing Me?**

1. Reinforce terms for colors, clothing, and attributes by asking questions such as:  
What color are your socks?  
Are you wearing a purple sweater?  
What color is your hair?  
Are you thirsty?  
Is your coat orange?  
Is he tall?
2. Students should answer in complete sentences.
3. If time permits, have students work in pairs to ask and answer their own color, clothing, and attribute questions.



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





### Focus and Motivate

#### Description Detectives



1. Write sentences such as the following on the board:  
I have \_\_\_\_ hair. I come from a big/small family.  
I am wearing a \_\_\_\_ shirt. I have \_\_\_\_ brothers and \_\_\_\_ sisters.  
I am wearing \_\_\_\_ shoes.

2. Direct students to copy sentences onto a sheet of paper (names should not appear on papers), filling in the blanks with the colors, sizes, and numbers that apply to them.

3. Collect papers and redistribute, ensuring that students do not receive their own paper.

4. Have students silently read their new papers, circulate around the room, and find the peer who matches the description.

5. When a match is made, the student should return the paper to its owner.

6. Activity continues until all papers have been returned to their rightful owners.

*If time permits, call on volunteers to read their papers aloud.*



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



### Assessment

#### Describing Others

1. Distribute art books or magazines.
2. Direct students to describe the people and animals they see in photos or illustrations, using known terms for colors, clothing, sizes, and physical attributes.



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



**Word of  
the Day:**  
jeans

**Vocabulary  
Taught or  
Reviewed:**

cold  
fine  
hot  
hungry  
sick  
thirsty  
tired

## Unit 2, Lesson 4, Part B

### Physical States

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

- Describe physical states in verbal and written forms.
- Illustrate physical states by way of gestures and sketches.

**Materials:**

Container  
Lesson and magazine photos  
Art materials

**Being Creative  
Acting Up**

*Prepare Ahead:*

- *Slips of paper with terms for the physical states learned in this Lesson:*

*fine  
hot  
cold  
hungry  
thirsty  
sick  
tired*

1. Place slips of paper in a container.
2. Each student should take a turn selecting from the container and pantomiming the condition on his paper.
3. The first student to correctly guess the action and state it in a complete sentence ("Alberto is thirsty.") is the next to draw from the container.
4. Activity continues until everyone has had a turn pantomiming a physical state.

*If time permits, direct small groups to act out the same physical state, in unison, for practice with plural-form descriptions ("They are fine.").*



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





## Curriculum Connection

### How Are They Feeling?

Prepare Ahead:

- Lesson and magazine photos of people and animals who are **fine, hot, cold, hungry, thirsty, sick, or tired**.



1. Divide the class into groups of three or four students.
2. Distribute several photos to each group.
3. Direct students to describe photos to their partners, using complete sentences and known terms for physical states. Examples include:  
The men and women are cold, and the boys and girls are hot.  
The mother is fine, and the son is sick.



4. Partners should ask questions about the physical states of the photo subjects. For example:  
Who is hungry?                      Who is fine?  
The tall woman is hungry.          The baby is fine.  
Who is thirsty?                      Who is tired?  
The black dog is thirsty.              The grandfather is tired.



5. Circulate around the room to listen to questions, answers, and descriptions.



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

## Assessment

### Comic Conditions

1. Write the following personal-state terms on the board: **fine, hot, cold, hungry, thirsty, sick, tired**.
2. Direct students to choose one or more terms and create a four-panel (minimum) comic strip about the condition(s).
3. Have students share their comic strips with the class.



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

**Word of  
the Day:**  
fine



**Vocabulary  
Taught or  
Reviewed:**

Mom  
Dad  
Grandma  
Grandpa

## Unit 2, Lesson 4, Part C

### Conversational Dialogue

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

- Identify different names for the same family member, such as **mother/mom, grandfather/grandpa**.
- Participate in conversational exchanges that include greetings, physical states, and farewells.

#### Skill Sharpener

#### Two Names, Same Person

*Prepare Ahead:*

- Lesson and magazine photos of mothers, fathers, grandmothers, and grandfathers (photos should be of individuals and groups).

1. Display photos one at a time and ask, "Who is this?" or "Who are they?"
2. When a student answers, ask the class a second question that prompts the use of a parallel name.

For example:

Teacher: Who is this?  
Student 1: She is a grandmother.  
Teacher [to class]: Yes, she is a grandmother. Is she a grandpa?  
Student 2: No. She is not a grandpa.  
Teacher: Is she a grandma?  
Student 3: Yes. She is a grandma.

3. Use group photos to help students practice plurals and the term **and**. For example:

Teacher: Who are they?  
Student 4: They are grandpas and dads.  
Teacher [to class]: Yes, they are grandpas and dads. Are they grandfathers?  
Grandmothers? Fathers? Mothers?  
Student 5: They are grandfathers and fathers.



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





## Being Creative Family Scenarios

*Prepare Ahead:*

- *One-sentence scenarios featuring two family members (Amy and her grandfather are at the park).*



1. Divide the class into pairs of students.
2. Assign each pair a scenario, with partners deciding the roles they will play.
3. Students should write scripts and rehearse their scenarios, using the following criteria:  
Characters take turns introducing themselves and describing how they are feeling, what they are doing, what they are wearing, and what they are eating or drinking. For example:

Scene: Amy and her grandfather are in the park.

Student 1: Hi. I am Amy. I am eating a sandwich and drinking milk, and I am cold. I am playing in the park, and I am wearing an orange sweater, blue jeans, gray socks, and black shoes.

Student 2: Hello. I am Grandpa. I am tired, and I am sitting under a tree near Amy. I am wearing a white hat, a yellow shirt, and brown pants. I am reading a book and drinking coffee.

4. Each group will perform its script before the whole class. Encourage spontaneous conversations between characters after their scripted lines have been read.



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

## Assessment Spontaneous Chatter



1. Circulate around the room and ask questions that foster spontaneous conversation. For example:
 

How are you?	What are you wearing?
What are you doing?	Is he your brother?
Where are you from?	What color is your hair?
Where do you live?	What color is her T-shirt?
How old are you?	Do you have a dog?
2. Encourage students to ask you similar questions.



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal

## RAISE THE BAR

Include in the scenarios a problem or conflict that students must resolve in their scripts. After each performance, the class evaluates the solution. (e.g., *Do they agree or disagree? What position did the characters take?*)

## Unit 2, Lesson 4, Part D

### Review

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

- Develop dialogues that include social interactions and fact-finding.
- Present information about people and events in their home environments.

#### Materials:

Download sample script **Track 3**

#### Classroom Community

#### In-Class Activity–Interesting Interviews

1. Divide the class into groups of three or four students.
2. Direct each group to develop a script of an interview with fictional characters. At least one group member should play the role of reporter, and each member should have a speaking role.
3. Students should include the following concepts, terms, questions, and statements in their scripts:

countries	personal states	What is your name?
cities	near/far	How are you?
landmarks	Where do you live?	This is my ____.
clothing	Where are you from?	

4. Play the following script as an example:

Reporter: Hello. My name is Cara Quinn. What is your name?  
Giulia: My name is Giulia Russo. This is my friend. His name is Vladimir Petrov.  
Cara: Nice to meet you. How are you?  
Giulia: I am fine.  
Vladimir: I am fine.  
Cara: Where are you from, Giulia?  
Giulia: I am from Rome, Italy.  
Cara: Where are you from, Vladimir?  
Vladimir: I am from Moscow, Russia.  
Cara: Where do you live?  
Giulia and Vladimir: We live in New York.  
Cara: Giulia, is your apartment near the park?  
Giulia: No. My apartment is far from the park.  
Cara: Vladimir, what are you doing?  
Vladimir: I am buying a white shirt, a red tie, a black belt, and gray pants.

5. As groups present their interviews to the class, challenge the audience to listen for correct word use and meaning, and for the inclusion of required concepts.





## Community Connection

### Out-of-Class Activity–Home Happenings



*Prepare Ahead:*

- *Copies of interview forms and sample answers, one per student.*



1. Distribute an interview form and sample answers to each student.
2. Explain that students should fill out these forms in their homes after interviewing family members and noting observations about near and far placements of objects.
3. Students should bring completed interview forms to the next class session.
4. During the next class session, divide the class into small groups of students. Each member should take a turn reading his interview to others in the group.
5. Circulate around the room and listen to readings.
6. Collect papers and evaluate.

Examples of interview forms with corresponding sample answers:

Part A: My name is \_\_\_\_, and I am a student. I am from \_\_\_\_, and I live in \_\_\_\_. This is my \_\_\_\_. Her name is \_\_\_\_, and she is from \_\_\_\_. She has \_\_\_\_ hair, and she is short/tall. She is wearing \_\_\_\_, and she is \_\_\_\_ in the \_\_\_\_.

Part B: Who or what are far and near in your house?  
What is your family doing in the house?  
Where is your family in the house?

Sample Answers, Part A:

My name is Niklas, and I am a student. I am from Brazil, and I live in the United States. This is my sister. Her name is Isadora, and she is from Brazil. She has brown hair, and she is tall. She is cold and thirsty. She is wearing an orange sweater and blue jeans, and she is drinking coffee in the living room.

Sample Answers, Part B:

My brother and my cat are far from my sister and my mother.  
The television is near the door in the living room, and the radio is far from the door in the living room.  
The kitchen is far from the bedroom.  
My brother and my cat are playing in the kitchen.  
My sister and my mother are reading in the bedroom.



## Unit 2, Lesson 4, Part E

### Journal Activity–Dressing for the Weather

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

- Provide a written description of the types of clothes to wear when someone is warm or cold.
- Describe actions using correct subject-verb agreement.

#### Learning for Life

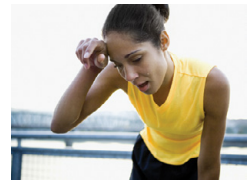
#### Dressing for the Weather

Students should write in their journals a dialogue for two or three people from different climates who are discussing modes of dress. For example:

Paolo: Hello, my name is Paolo. I am from Brazil. I am wearing a T-shirt and jeans.

Anya: Hello, my name is Anya. I am from Russia. I am wearing a sweater, jeans, a hat, and a coat.

Students should check their work for correct word use, grammar, punctuation, and spelling.







## Unit 2, Lesson 5, Part A

### Enrichment Activity–Visual Essay

#### RAISE THE BAR

Use technology (slide show/movie/animation) to create the essay. Include a peer-assessment session that takes into consideration how the use of multimedia impacts, supports, or enhances the story.

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

- Take a project beyond the classroom and work successfully, independently, and in small groups.
- Work toward a goal while maintaining a series of deadlines for a long-term project.
- Take ownership of their own learning process by choosing the topic and direction of a large project.

#### Stretching the Imagination

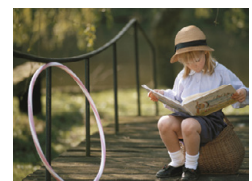
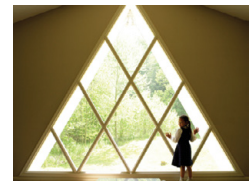
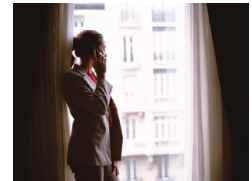
##### Visual Essay

*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 poster paper available for students who may need it.

1. Challenge students to create a photo or illustration essay about a topic that interests them. They may use images from any source, or may sketch their own illustrations.
2. Students should arrange their images in storyboard fashion, using sentences occasionally to set a scene, describe an action, or draw a conclusion. Remind learners to allow the images to tell the majority of the story.
3. Have students display their visual essays on posters.
4. Learners should present their stories to the class, as you assess their descriptions and the ways in which their images reflect the action, conflict, or emotion the students intended to portray.







## Unit 2, Lesson 5, Part B

### Focused Activity–Vocabulary Words Around the House

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

- Connect vocabulary words with their visual representations.

**Materials:**

Drawing materials



**Extra Help**

### Vocabulary Words Around the House



1. Distribute four or five sheets of paper to each student.
2. On each sheet of paper, students should pencil-sketch a scene in a different room in their home. Each scene should at least include furniture, objects, and family members.
3. Students should then combine Lesson vocabulary with their illustrations to create "enhanced words." Using colored pencils, learners should use written words to fill in, shade, or outline the shapes they represent. Demonstrate by drawing some possibilities on the board. For example, when writing **cat**, draw the **c** as the cat's head (with added ears and whiskers), the **a** as the body, and the **t** as the tail. Another example would be writing **table** four times vertically to serve as the legs of a table.
4. Students will then present their sketches to the class, and briefly describe each scene.

*Encourage students to be creative in their integration of words with drawings; the goal is to have Lesson vocabulary "be" the objects.*





## Unit 2, Lesson 5, Part C

### Focused Activity–Reading Sarah’s Journal

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

- Provide accurate information after reading a selected passage and related questions.

#### Materials:

Copies of Journal Entry, one per student (see **Appendix C**)

#### Extra Help

#### Reading Sarah’s Journal

1. Distribute a Journal Entry to each student.
2. Instruct students to silently read the Journal Entry while you write questions on the board.
3. Students should respond to questions by writing their replies in complete sentences, in preparation for class discussion.

#### Journal Entry:

Hello. My name is Sarah Wilson. I am from the United States and I speak English. I am sitting on my bed and writing on my laptop. My family lives in a small yellow house near a big park. Our house is in New York, a big city in the United States.

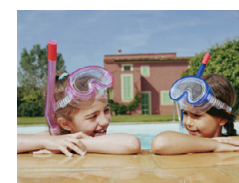
My mother is in the kitchen. Her name is Jill, and she is tall. She is a police officer. She has red hair and is wearing a green sweater. My mother and my brother are cooking. They have six eggs in a big blue bowl. My brother is hungry. My father is a doctor. He is sitting on a chair in the living room. He is cold. He is drinking hot coffee from a white cup and reading the newspaper. My sister and I are in our pink bedroom. She is reading a book on her bed and listening to the radio. Her two gray and black cats are playing on my bed. They have a small orange ball and my purple sock. I love my family.

#### Suggested questions:

Where is Sarah from?  
How many children are in the family?  
Who has red hair?  
Where is her father sitting?  
What is near their house?  
What is her father reading?  
How many cats does her sister have?  
What is her brother eating?  
What color is Jill's sweater.

Where does her father work?  
Who is in the kitchen?  
Who has a pink bedroom?  
Who is a police officer?  
Who is hungry?  
What is Jill wearing?  
What is her sister doing?  
How many eggs are there?  
What is in the cup?

4. Divide students into groups to discuss their responses.









## Unit 2, Lesson 5, Part E

### Focused Activity–Living Grammar

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

- Demonstrate an understanding of subject-verb agreement through correct word use in sentences.

#### Materials:

Index cards

#### Extra Help Living Grammar

*Prepare Ahead:*

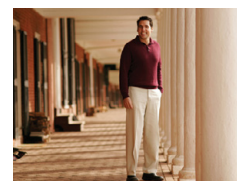
- Index cards with known words (one word per card) that include:

articles	pronouns (subject and possessive)
nouns	present progressive verbs
adjectives	the letter s

and these terms:

am	has
is	have
are	and

1. Use the Sentence Script on the facing page (or create your own script) for sentences that students create in the following way:
  - a. Arrange word cards face-up on a desk.
  - b. Read the first sentence aloud. (You may also write the sentence on the board.)
  - c. Assign each student a word from the sentence.
  - d. Have students take turns coming to the desk, finding their designated word, and returning to their seats with the word card.
  - e. Students will then arrange themselves to form the sentence and read it aloud as a group.
  - f. Read a new, similar sentence aloud and guide the class through the process of choosing cards to transform the old sentence into the new sentence (subject change, verb change to agree with subject, possessive pronoun change, or other).
2. Depending on students' abilities, consider changing only one word in the existing sentence (subject, verb, possessive pronoun), rather than reading a new sentence. Students can then determine the changes to the rest of the sentence based on the initial change.
3. Emphasize the grammar components that change as students move through the list of sentences to focus on subject-verb agreement for singular and plural constructions.









## Unit 3

# Work and School

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## Unit 3:

### Work and School

#### Introduction to Unit 3

The third Unit in the Rosetta Stone® software teaches a variety of common and useful descriptions of the everyday world. In addition to activities about senses, such as smell and taste, the important practices of manners and polite conversation are emphasized. Your students will learn the days of the week, general times of day, and the names for meals. Important daily tasks, including some personal hygiene items, are also included.

#### Teaching Unit 3

By the end of Unit 3 your students should be fairly comfortable having a basic conversation about their day—from waking to sleeping. The breadth of new vocabulary allows for role-playing a variety of daily events like meals, homework, and bedtime activities. To bring the students' home lives into the classroom simple discussions of favorite meals and what happened over the weekend can help to develop a sense of connection between school and home.

##### Lesson 1a: Locations and Times of Day

With the help of Lesson photos and signs placed around your classroom, students will be practicing vocabulary dealing with work, play, parts of the day, and meals. This will allow you to question them about their lives outside of class, as well as involve them in more complex writing and role-playing activities than in previous Lessons.

##### Lesson 1b: When, But, Before, and After

Today, in writing and speaking exercises, students are introduced to the concepts of **before** and **after**, as well as to questions about when something happens and to the conjunction **but**.

##### Lesson 1c: Time-of-Day Greetings

This Lesson, focusing on time-of-day greetings, offers the option to introduce math in the classroom. Your students will have covered numbers up to twenty, so any mathematical operation that has an answer of twenty or less is appropriate as both a language-learning and interdisciplinary opportunity. It is up to your discretion to teach the words for adding, multiplying, subtracting, and dividing, as these are not covered in the Level 1 Rosetta Stone software.

##### Lesson 1d: Journal Activity—All in a Day's Play

Students will write in their journals three lists of activities they participate in over the weekend: in the **morning**, **afternoon**, and **evening/night**.

##### Lesson 2a: Calendar Terms

This Lesson introduces the English words for the days of the week, as well as terms for the broader concepts of **week**, **month**, and **year**. Although words for individual months are introduced and practiced in later Lessons, this may be a good opportunity to introduce them. Today, your students will compare each other's ages and, during a game using a spinner, will ask and respond to questions about activities they participate in throughout the day, week, month, and year.

##### Lesson 2b: Polite Conversation

Your students will begin now to practice the niceties of social interactions. This Lesson challenges them to write about an imaginary character from the first-person perspective. Learners will then assume the roles of their characters and extemporaneously act out conversations with fellow characters in the classroom.

##### Lesson 2c: Senses and Seasons

Pantomiming will bring your students to their feet, as they perform actions relating to the senses, and a container with mystery phrases will inspire students to write sentences about and illustrate the seasons, senses, and more.

##### Lesson 2d: Review

Venn diagrams are an important educational tool used to show exclusion and inclusion based on various criteria. Today, the class as a whole will help you create a Venn diagram based on actions that occur **inside**, **outside**, or **inside and outside**. As a take-home review exercise, they will conduct interviews with members of their communities, focusing on the polite phrases they have learned.

##### Lesson 2e: Journal Activity—My Visit

Ask your students today to write in their journals about a visit they paid to a friend or family member, or about a time they visited a place, such as a museum.

##### Lesson 3a: Speaking Languages

For this Lesson, find audio clips of people speaking Arabic, English, Chinese, and Russian, as well as magazines or newspapers published in these languages. Today's activities allow your students to associate the different languages they hear during class with the terms used for them in English. Learners also practice talking about the languages—where they are spoken, who speaks and reads them, and more. This is also a wonderful time to discuss the many languages your students may speak.

### Lesson 3b: Numbers to 69

*Bingo* games are always a hit with students, so now that they have learned the terms for numbers up to sixty-nine they should be especially pleased about playing the game during this class period. Today's Lesson also includes speaking and writing exercises using numbers.

### Lesson 3c: Teaching and Studying Languages

In this Lesson, students will role-play the actions represented by the new terms **studying**, **teaching**, and **speaking**, and they will write and perform a three-way conversation among a student, teacher, and parent about studying, teaching, and speaking languages.

### Lesson 3d: International Cultural Activity–Country Report

Student groups will research, prepare, and present illustrated written reports about the countries introduced so far in the software. Reporting on other cultures allows learners the chance to compare their lives with the lives of others, so follow-up class discussions are likely to be lively.

### Lesson 3e: Journal Activity–My Class

Students should write a description in their journals of their English-language class, including as many details as possible.

### Lesson 4a: Waking Up and Washing Up

In this Lesson, photos provide cues for students to describe whether the people, animals, or objects in the images are **clean**, **dirty**, **wet**, or **dry**. Learners also refer to pairs of topic words, such as **washing/dirty** and **eating/hungry**, as they write and state questions beginning with **why** and answers incorporating **because**.

### Lesson 4b: Why and Because

**Why** and **because** are important parts of the English language and will become integral to the classroom experience for your students, if they haven't already. During today's Lesson students will have ample occasions to practice these terms. One exercise focuses on students' daily routines, including hygiene. In another, they listen to an advertisement, and then design their own television commercial for soap or toothpaste. You may find this an appropriate opportunity to introduce the concept of personal hygiene by inviting the school nurse to speak to your class.

### Lesson 4c: Grooming Habits

Cleanliness as a theme continues as your students create a comic strip superhero whose arch enemy is dirt. This entertaining assignment allows repeated use of new vocabulary pertaining to grooming items and actions.

### Lesson 4d: Review

For a review exercise, your students will write a short story using a list of vocabulary words they generate from memory and Lesson photos that you make available. At home, they will draw a diagram of their house, labeling each room and writing sentences that describe the goings-on in each.

### Lesson 4e: Journal Activity–My Morning Routine

Using as many vocabulary words as possible, students should write in their journals about their daily morning routines.

### Lesson 4f: American Cultural Activity– A Day in the Life of an American Student

This is sure to be a fascinating activity as you and your students discuss their typical daily routines and compare them to those of people their own ages in their home countries.

### Lesson 5a: Focused Activity–Vocabulary Words on the Town

In this lesson students will listen for known vocabulary in a story, and then try to identify new words by writing them phonetically. After hearing the story several times, students will read the story, and use various strategies to learn the meaning of those unknown words.

### Lesson 5b: Focused Activity–Speaking of Conversations

A script provided in this Teacher's Guide is excellent for students to use in tandem with practice reading aloud.

### Lesson 5c: Focused Activity–Grammar Connections

A group activity focusing on compound and complex sentences gives students practice in the proper use of **and**, **but**, and **because**.

### Lesson 5d: Focused Activity–Listen Carefully

In this extra-help exercise, students must pay close attention in order to hear and respond when their assigned words are mentioned in a passage that you read aloud.







# Grammar & Usage

## Unit 3, Lesson 1

## Grammar

## Inside and Outside

Explain to students that, among other uses, **inside** and **outside** can serve as adverbs that tell where an action occurs. Note that these terms describe where something happens in relation to a building or other enclosure.

The family is eating inside.

She is running outside.

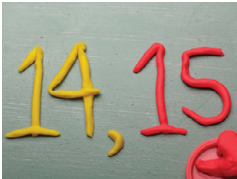


## Usage

## Numbers

Discuss with students that the suffix **-teen** has the same root origin as **ten**. With the exception of **eleven** and **twelve**, words for the numbers between **ten** and **twenty** are formed by adding **-teen** to a stem related to their corresponding number between **one** and **ten**.

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen





**Vocabulary  
Taught or  
Reviewed:**

afternoon  
at  
breakfast  
cafe  
dinner  
drink  
drinks  
eat  
evening  
hospital  
inside  
lunch  
morning  
night  
outside  
play  
reads  
restaurant  
school  
sleeps  
work  
working  
works

## Unit 3, Lesson 1, Part A

### Locations and Times of Day

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

- Describe activities and locations, given pictorial cues.
- Use reading, writing, and speaking skills to demonstrate their understanding of the times of day.

**Materials:**

Selected Lesson photos from this Lesson and previous Units  
Signage materials

**Quick-Start Review**

### Describing Daily-Life Activities

*Prepare Ahead:*

- *Selected Lesson photos from this Lesson and previous Units.*

1. Using Lesson photos, ask students questions about work, play, locations, times of day, and meals. For example:

Where do the women work?

Where is she playing?

Is he running inside?

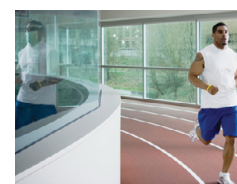
Is it night?

What are the children eating in the morning?

2. Students should answer in complete sentences.



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





## Extending the Text Different Times of Day

Prepare Ahead:

- Signs with the phrases **in the morning**, **in the afternoon**, **in the evening**, and **at night**.



1. Place signs with the phrases **in the morning**, **in the afternoon**, **in the evening**, and **at night** around the classroom.

2. Direct students to write one phrase (for each time of day) that describes an action.

For example:

eating breakfast in the morning  
swimming in the afternoon  
reading in the evening  
sleeping at night



3. Have students use their written phrases for guidance as they move around the room, acting out actions near the appropriate signs.

4. Peers should guess actions, responding in complete sentences ("He is swimming in the afternoon.").



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

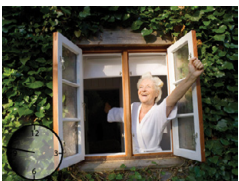
## Assessment Writing Captions



1. Display selected Lesson photos (from this Lesson and from Units 1 and 2).
2. Direct students to select five photos and write a descriptive sentence for each.
3. Check for correct word use, grammar, sentence structure, and spelling.



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



**Word of  
the Day:**  
school

**Vocabulary  
Taught or  
Reviewed:**

after  
and  
before  
but  
when

## Unit 3, Lesson 1, Part B

### When, But, Before, and After

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

- Complete sentences with the appropriate use of **and** and **but**.
- Provide and obtain information using **when**, **before**, and **after**.

#### Jump Start Finishing Sentences

*Prepare Ahead:*

- Lesson sentences with **and** and **but**.

1. Read the first part of each sentence and call on volunteers to finish sentences using the words **and** or **but**. For example:

Teacher:	He is wearing...	The girl has a book,...	She has a pen,...
Student:	...shoes and socks.	...and she is reading it.	...and she is writing.
Student:	...shoes, but he is not wearing socks.	...but she is not reading it.	...but she does not have a book.

2. If time permits, have students write their own sentences and share them with the class, according to the procedure in Step 1.



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

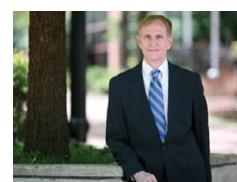
#### Extending the Text Creating Sentences

1. Divide the class into small groups of students.
2. Challenge each group to develop:
  - two questions using **when** with corresponding answers.
  - two statements using **but**.
  - two statements using **before**.
  - two statements using **after**.

For example:

When do you work? I work in the evening.  
I have a coat, but I do not have a hat.  
I eat breakfast before I work.  
I drink milk after dinner.

3. Groups should take turns presenting their questions and statements to the class.





4. Ask audience members to listen for proper word use, grammar, and sentence structure, and to write down comments or questions they may have.



5. After each presentation, discuss with the class any grammar or vocabulary issues the audience may have noticed.



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Interpersonal

### Assessment

#### Building Upon Sentences



1. Have each student choose one sentence from those created in the previous **Extending the Text** activity.

2. As a take-home assignment, direct students to develop an eight-sentence short story that includes their selected sentence.

3. Students should include the terms **when**, **but**, **before**, and **after** in their stories.

4. Collect papers during the next class session, and evaluate stories for word use, grammar and spelling, sentence structure, story organization, and adherence to topic.



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



**Word of  
the Day:**  
when



## Unit 3, Lesson 1, Part C

### Time-of-Day Greetings

#### Vocabulary Taught or Reviewed:

good morning  
good afternoon  
good evening  
good night

thirteen  
fourteen  
fifteen  
sixteen  
seventeen  
eighteen  
nineteen  
twenty

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

- Identify the English words for the numbers 0–20.
- Use time-of-day greetings in conversations.

#### Jump Start Adding Up

1. Write simple addition problems (and their answers) on the board, using the numerals 0–20 (totals must be 20 or less).
2. Direct students to answer in the following way, as they name the numbers in each equation: "X and Y is Z".

*This may be an opportunity to teach English terms for basic mathematical operations.*



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

#### Learning for Life Creative Conversations

1. Divide the class into pairs of students.
2. Direct each group to create a conversational script that includes the following:
  - a time-of-day greeting (**Good morning.**)
  - an opener (**How are you?**)
  - a question about their partner's age (**How old are you?**)
  - questions about family, friends, and activities (**Do you have brothers and sisters?**  
**Who are you eating lunch with? What are you doing?**)
  - a farewell (**Good night.**)
3. Groups should take turns acting out their conversations for the class.



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal





## Assessment

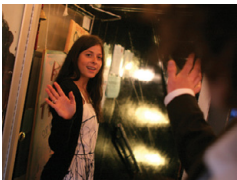
### Listen and Write



1. In preparation for a dictation quiz, have students write the words for the numerals 1–20 down the left side of a sheet of paper.
2. As you call out Lesson vocabulary words, instruct students to write these terms beside each number word.
3. Students should then exchange papers with each other to correct words and spelling.



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



**Word of the Day:**  
before

## Unit 3, Lesson 1, Part D

### Journal Activity—All in a Day's Play

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

- Provide a written description of all that they do during different times of the day.

#### Real-Life Learning

##### All in a Day's Play

Have students write (in their journals) three lists of activities (for **morning**, **afternoon**, and **evening/night**) that they participate in during the weekend. They should check their work for correct word use, grammar and spelling, sentence structure, and coherence.





## Grammar

### Demonstrative Adjectives

This day is Friday.  
These men work outside.

A young man with dark hair, wearing a green polo shirt, is sitting at a wooden desk in a library. He is smiling and looking towards the camera while holding an open book. In the background, there are bookshelves filled with books and a window with blinds. A 6-part grid is overlaid on the bottom half of the image for labeling. The grid is divided into six rectangular sections, numbered 1 through 6. Section 1 is a blank grey area. Section 2 is a blank grey area. Section 3 shows the man's hands holding the book. Section 4 shows the man's face. Section 5 shows the book's pages. Section 6 is a blank grey area.

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday





## Unit 3, Lesson 2, Part A

### Calendar Terms

#### Vocabulary Taught or Reviewed:

day  
days of the week  
fall  
month  
months  
spring  
summer  
today  
week  
weeks  
winter  
year

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

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

- Express time in terms of **day**, **week**, **month**, and **year**.
- Discuss activities in the context of calendar time.

#### Materials:

Game-type spinners labeled with:  
days of the week  
times of day (morning, afternoon, evening, night)  
calendar terms (day, week, month, year)  
"Free Point"

#### Focus and Motivate

##### What Is Your Age?

1. Ask students to calculate their ages down to the day (fourteen years, two months, three weeks, five days). Students may use number words or numerals when writing their answers.
2. Direct students to use their detailed ages to arrange themselves in order, according to numbers that come before and after each other.



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

#### Skill Sharpener

##### Spinning Time

1. Divide the class into groups of four students and give a spinner to each group.
2. Students should take turns spinning the spinner and asking questions about the calendar or time-of-day term that the arrow points to. For example:  
Today is Saturday.      What are you doing?
3. Students who answer correctly and in complete sentences receive a point. For instance:  
I am swimming in the afternoon and watching television in the evening.
4. Play continues as students take turns asking and answering questions.



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal





## Assessment Units of Time



1. Create, as a class, a list of calendar terms that include the following:  
days of the week  
seasons  
and the following words:  
day  
week  
month  
year  
today

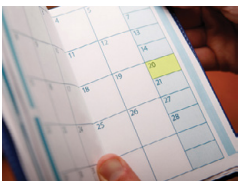


2. Students should write 10 sentences that use as many of these terms as possible.

3. After each student takes a turn reading two sentences, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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



## RAISE THE BAR

Instead of sentences, have students write 1-2 paragraphs using the terms. Use transition words for cohesion. For more advanced students, have them write about a problem with its solution.

**Vocabulary  
Taught or  
Reviewed:**

game  
guest  
guests  
thank  
visiting  
welcome  
with

## Unit 3, Lesson 2, Part B

### Polite Conversation

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

- Describe a character through a first-person narrative.
- Use socially appropriate phrases in conversations.

**Materials:**

Action-based sentences cut to distribute one to each pair of students (see **Appendix A**)  
Travel magazines

#### Engage and Explore

#### Acting Out Actions

*Prepare Ahead:*

- *Action-based sentences from this Lesson.*

1. Divide the class into pairs of students.
2. Assign each group a scene to perform, based on the action-based sentences.  
For example:  
We are playing a game.  
I am eating lunch with my friend.  
I am visiting my grandmother at the hospital.
3. Ask each group to come to the front of the class and perform its scene.
4. As audience members describe what the performers are doing, prompt students to express actions in various ways. For example:  
Natalia is playing a game with Jacob.  
They are playing a game.



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





### Stretching the Imagination Imagining Someone's Life

1. Distribute travel magazines.
2. Ask each student to select a photo with more than one person depicted.
3. Students will have 15 minutes to write a first-person narrative from the perspective of someone in their photo.
4. Encourage learners to be creative in their narratives as they describe the person, her surroundings, the people she is with, what she is doing, and more. For example:  
My name is Amara and I am sixteen years old. I am tall and I have brown hair. I am visiting the United States with my brother. We are from Brazil and we are guests. My brother is ten years old and he has black hair. Today is Thursday and we are eating lunch outside.
5. After each student reads his narrative aloud, ask questions of the class to determine comprehension of the details just heard.



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal

### Assessment Polite Exchanges—Thinking on Your Feet

1. Direct students to assume the role of the main character they created in the previous **Stretching the Imagination** activity.
2. Call on two or three students at a time to come to the front of the room and converse with each other as new acquaintances, while staying in character.
3. Dialogues should include greetings, social exchanges, and farewells. Conversations should include details from students' narratives. For example, the student playing Amara might discuss the fact that she is visiting the United States with her brother.



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

**Word of  
the Day:**  
thank you



**Vocabulary  
Taught or  
Reviewed:**

bad  
finger  
fingers  
foot  
good  
hand  
hands  
smell  
smelling  
smells  
tastes  
tasting  
toe  
toes

## Unit 3, Lesson 2, Part C

### Senses and Seasons

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

- Use known terms to describe the senses of **taste** and **smell**.
- Apply the terms **spring**, **summer**, **fall**, and **winter** to seasonal scenarios.

**Materials:**

Index cards  
Lesson photos (or other photos) of seasons and of people or animals tasting or smelling something  
Container  
Art materials

#### Jump Start

#### Sensible Senses

*Prepare Ahead:*

- *Index cards (one per student) with sentences such as the following:*

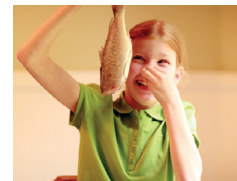
<i>You are smelling the flowers.</i>	<i>The milk smells bad.</i>
<i>You are tasting a sandwich.</i>	<i>The bread tastes good.</i>
<i>The flower smells good.</i>	<i>The coffee tastes bad.</i>
- *Lesson photos (or other photos) that depict tasting and smelling (optional).*

1. Distribute an index card to each student.
2. Learners take turns pantomiming their sentences as peers guess their actions.
3. The first student to answer correctly in a complete sentence is the next performer.
4. Play continues until everyone has acted out a sentence.

*Use Lesson photos for students who may need a pictorial cue to enhance their written cue.*



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





## Engage and Explore Signs of the Seasons

Prepare Ahead:

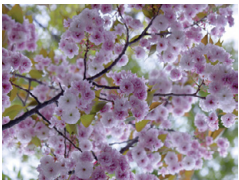
- Art materials.
- Slips of paper with phrases such as the following, to be placed in a container:
  - smelling flowers in the spring*
  - playing outside in the summer*
  - tasting apples in the fall*
  - visiting inside in the winter*



1. Have each student select a phrase from the container.
2. Direct learners to write a minimum of four sentences about their selected topic.  
For example:  
Welcome to the park! Today is Wednesday and I am standing near four big trees. I am tasting apples in the fall. The apples are red, green, and yellow and they taste good! The trees are red, yellow, orange, and brown. I am wearing a sweater, but I am not wearing a coat.
3. Distribute art materials and ask students to illustrate their passages.
4. Learners then take turns reading their sentences to the class and displaying their drawings.



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



(Lesson continues on next page)



**Word of  
the Day:**  
spring

## Unit 3, Lesson 2, Part C (continued)

### Assessment Conversations

1. Divide the class into pairs of students.
2. Direct partners to write a dialogue that includes:
  - a time-of-day greeting
  - an opener (**How are you?**)
  - a home country
  - a name
  - a day of the week
  - a sentence with **welcome**
  - a **where** question
  - a **when** question
  - a farewell

Sample dialogue:

Student 1: Good morning.  
Student 2: Good morning.  
Student 1: How are you?  
Student 2: I am fine.  
Student 1: My name is Adam Carter. What is your name?  
Student 2: My name is Nadia Tamir.  
Student 1: Where are you from?  
Student 2: I am from Egypt, but I am visiting New York.  
Student 1: Welcome to the United States!  
Student 2: Thank you. Where do you work?  
Student 1: I work in a restaurant.  
Student 2: When do you work?  
Student 1: I work on Monday, Wednesday, and Friday.  
Student 2: Goodbye.  
Student 1: Goodbye.

3. Have two pairs of learners read their dialogues to each other, as you circulate around the room and listen for correct word use and pronunciation.



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









## Unit 3, Lesson 2, Part D

### Review

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

- Categorize activities according to location, using the terms **inside** and **outside**.
- Interview a member of the community, using specific questions and appropriate conversational dialogue.

#### Materials:

Phrases from *Course Content*, one per student (see **Appendix B**)  
Lesson photos

#### Classroom Community

#### In-Class Activity—Inside and Outside

*Prepare Ahead:*

- Phrases from the *Course Content* (Unit 3, Lessons 1 and 2) that describe actions occurring **inside**, **outside**, or **inside and outside**.

1. Distribute a list to each student with numbered phrases such as the following:

- |                           |                              |
|---------------------------|------------------------------|
| 1. sitting in the kitchen | 6. running at the park       |
| 2. playing a game         | 7. writing in my living room |
| 3. eating dinner          | 8. drinking coffee           |
| 4. playing at the park    | 9. working at a hospital     |
| 5. listening to the radio | 10. working at a park        |

2. Read the list aloud as a class.

3. Draw a large Venn diagram on the board. Label one circle **inside**, the other circle **outside**, and the intersecting section **inside and outside**.

4. Discuss each phrase and determine its placement on the diagram.

*Consider writing the number of each phrase (rather than the phrase itself) on the diagram to avoid clutter.*

5. Direct students to select a phrase from the **inside**, **outside**, and **inside and outside** sections of the diagram.





6. Students should then create three sentences with the phrases they have chosen and their corresponding locations. For example:  
 I am sitting inside and I am writing in my living room.  
 My dogs are running outside at the park.  
 Today is Tuesday. I am eating dinner inside and I am in the kitchen.  
 Today is Friday. I am eating dinner outside at a restaurant.

*Use Lesson photos as needed for ideas and additional cues.*

7. Have students share their sentences with the class.
8. Collect papers and evaluate for word use, grammar, and spelling.



### **Community Connection** **Out-of-Class Activity–Community Interviews**

1. Generate, as a class, a set of interview questions for students to ask of people in their communities.
2. Students should include the following in their interviews:
 

a greeting	interview questions
introductions	a farewell
an opener (How are you?)	
3. Direct students to conduct their interviews before the next class session. Advise them to:
  - rehearse social exchanges beforehand.
  - organize their interview questions.
  - take detailed notes during the interview.
  - write a paragraph that summarizes the information from their notes.
4. After several volunteers read their paragraphs aloud, collect papers and evaluate for word use, grammar, spelling, sentence structure, and paragraph form.

### **RAISE THE BAR**

Discuss the appropriateness of asking certain questions of others; for example, asking an elder's name versus asking an elder's age.

## Unit 3, Lesson 2, Part E

### Journal Activity–My Visit

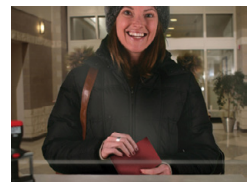
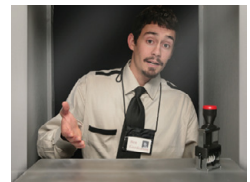
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Provide a written description of a visit.

#### Reflection

#### My Visit

Have students write, in their journals, about visiting a family member, friend, or location. They should include the name of the place, the people they are visiting, and the activities they engage in. They should check their work for correct word use, grammar, spelling, and sentence structure.





## Grammar & Usage

### Unit 3, Lesson 3

#### Grammar

##### Simple Present

Remind the class that present progressive tense uses a **to be** verb and a present participle to indicate action that is happening now. The simple present tense indicates present action using one word instead of two.

Simple present verbs stay the same in all forms except third-person singular, in which **-s** is added to the base verb. For example:

**I speak.**

**You speak.**

**He speaks.**

**They speak.**

The simple present tense carries a meaning that is generally true, but not necessarily true at the moment. For example, **she speaks English** indicates that she speaks the language, but may not be speaking at the moment. The phrase **she is speaking English** (present progressive) indicates that she is currently in the act of talking.

#### Usage

##### Punctuation

Explain to students that English uses signals to show a reader how to understand a phrase or sentence. The first signal is a capital letter that begins an idea and every following new idea.

The second signal is the end punctuation that finishes an idea. Discuss the following symbols and explanations for end punctuation:

- .** A period shows the idea is finished.
- ?** A question mark shows that the idea formed a question.
- !** An exclamation point shows emotion and excitement.

Note that a comma is used within the beginning and ending signals of a sentence to set off an inserted expression, or to mark between a series or list of similar things. For example:

**Men, women, girls, and boys are people.**

Explain that a declarative sentence starts with a capital letter and ends with a period.

**You are studying English.**

An interrogative sentence starts with a capital letter and ends with a question mark.

**Excuse me, do you speak English?**

An exclamatory sentence starts with a capital letter and ends with an exclamation point.

**Welcome to the United States!**





**Vocabulary  
Taught or  
Reviewed:**

Arabic  
Australia  
Chinese  
English  
Russian  
speak  
speaking  
speaks

## Unit 3, Lesson 3, Part A Speaking Languages

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

- Use Lesson terms related to world languages to describe themselves and others.
- Identify spoken and written information using terms related to world languages.

### Materials:

Download audio clips of people speaking Arabic, English, Chinese, and Russian **Track 4**  
Publications written in Arabic, English, Chinese, and Russian

### Jump Start

#### To Speak or Not to Speak

1. Direct students to stand and form a circle.
2. In the first round, learners take turns making a statement about a language they do or do not speak. For example:  
I speak Russian.  
I do not speak Arabic.
3. In the second round, each student makes a statement about a language that the peer to his left does or does not speak. For example:  
Alberto speaks English.  
Emily does not speak Chinese.



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

### Connecting to Culture Describing Languages

#### Prepare Ahead:

- Audio clips and publications in Lesson vocabulary languages.

1. Play audio clips of people speaking these languages:  
Arabic                      Chinese  
English                     Russian
2. Call on students to describe what they hear, using sentences such as:  
He is speaking English.  
They are speaking Arabic.





3. Students should also name the countries of origin for the languages they hear, using the following format:

People from the United States speak English.

People from Egypt speak Arabic.

4. Distribute publications in Arabic, English, Chinese, and Russian.

5. Call on students to describe these publications in the following ways:

This newspaper is from China.

This is from Russia.

6. Challenge students to use additional vocabulary in further comments about the publications. For example:

People from China are reading and writing Chinese.

People from Russia are reading and writing Russian.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

## Assessment

### Detailed Descriptions

1. Divide the class into pairs of students.

2. Learners should take turns making five statements about themselves (in the first person), while their partners transcribe the information into the third person.

3. Call on volunteers to describe their partners to the class, using correct number and gender agreement.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of  
the Day:**  
speaking

**Vocabulary  
Taught or  
Reviewed:**

animal  
animals  
fifty  
forty  
people  
person  
sixty  
thirty

## Unit 3, Lesson 3, Part B

### Numbers to 69

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

- Identify the numbers **0** to **69** and the English words that represent these numerals.
- Use numbers or their corresponding English words in sentences.

**Materials:**

Index cards  
Copies of Bingo grid, one per student (see **Appendix C**)  
*Bingo* chips (or suitable substitute)  
Seventy small slips of paper  
Container

**Jump Start  
Count Off**

*Prepare Ahead:*

- *Index cards (one per student) with a numeral and a plural noun. For example:*  
28 people                      43 animals                      57 hats

1. Write the following on the board:  
the numerals 0–9  
the numerals:

10	40
20	50
30	60

2. Recite numbers aloud as a class.
3. Distribute one index card to each student.
4. Have each student take a turn reading the numeral and subject on his card.



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







**Vocabulary  
Taught or  
Reviewed:**  
speaking  
studying  
teaching

## Unit 3, Lesson 3, Part C

### Teaching and Studying Languages

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

- Use known terms to describe scenarios about studying, teaching, and speaking languages.
- Apply known terms to conversations about studying, teaching, and speaking languages.

#### Materials:

*Course Content*

Word lists from current and previous Lessons

Index cards

#### Extending the Text

#### Speaking the Truth

1. Write the following words on the board:

Arabic	teaching
Chinese	studying
English	speak
Russian	

2. Have students take turns speaking a sentence that is a true statement, using at least two of the displayed terms. For example:

You are teaching English.

I am studying English.

I do not speak Arabic.

You are not teaching Russian.



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





## Engage and Explore Teaching, Studying, and Speaking

Prepare Ahead:

- Index cards with the terms **sitting/studying**, **standing/teaching**, and **walking/speaking** (two words per card; enough cards for several groups to receive all three sets of actions).



1. Divide the class into groups of three students.
2. Explain that students will take turns role-playing the teaching, studying, and speaking of English.



3. Each learner should write, on a sheet of paper, four words from a category that you assign, which may include the following:
 

food	family members
colors	household rooms
numbers	times of day
clothing	days of the week

Students should use the *Course Content* and word lists as references. Peers may also be consulted for ideas.



4. Distribute three index cards (with each set of actions) to the groups. Members should select the actions of their choice:

**Sitting:** Students role-play **studying** by sitting at a desk with an open book in front of them, saying the opening line "I am studying English," and following this line with their four selected words. For example: "I am studying English in the morning, afternoon, evening, and at night."

**Standing:** Students role-play **teaching** by standing near the board and saying the line "I am teaching English," followed by their four chosen words.

**Walking:** Students role-play **speaking** by walking around the classroom (acting as if they are conversing with peers) and saying the line "I am speaking English," followed by their four selected words.



Write the lines **I am studying English**, **I am teaching English**, and **I am speaking English** on the board for extra cues, if necessary.



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal



(Lesson continues on next page)

**Word of  
the Day:**  
teaching

## Unit 3, Lesson 3, Part C (continued)

### Assessment

#### Three-Way Conversation–Student, Teacher, and Parent

1. Divide the class into groups of three students.
2. Direct learners to write a short script (10 lines) of a conversation among a student, her parent, and a teacher, using terms for languages and the words **teaching**, **studying**, and **speaking**. For example:

Student: Hello, Mr. Haddad. How are you?

Teacher: I am fine.

Student: This is my mother, Mrs. Taylor.

Teacher: Hello.

Parent: Hello. What are you teaching?

Teacher: I am teaching English.

Parent: I speak English, but I am studying Russian and Arabic.

Teacher: Goodbye.

Student and Parent: Goodbye.

3. Each group should perform its scene for the class.
4. Collect scripts and evaluate for correct word use, spelling, and sentence form.



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





## Unit 3, Lesson 3, Part D

### International Cultural Activity–Country Report

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

- Use known vocabulary to write about a specific country.
- Present information about a specific country, using known terms.

### Materials:

Lesson materials for reference (Lesson photos, *Course Content*, word lists)  
reference materials for known countries



## Connecting to Culture Country Report

1. Divide the class into groups of four students.
2. Assign one of the following known countries to each group:

Australia	Egypt	Japan
Brazil	France	Russia
China	Italy	United States



3. Each group will prepare a 5-sentence (minimum) report on their country for presentation to the class. Students should include information such as:

The name of this country is \_\_\_\_.

These people from \_\_\_\_ are wearing \_\_\_\_.

This is a(n) [landmark, dwelling] \_\_\_\_ in \_\_\_\_.

This person is a [known profession] \_\_\_\_ in \_\_\_\_.

These people from \_\_\_\_ are [known activity] \_\_\_\_.



4. Students should also include photos or illustrations in their reports and display them during their presentations.



5. Lead a brief discussion after each group presents its country.

*Encourage students to look up unknown terms that they want to include in their reports; they should teach these words to the class during their presentations.*



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

[illegible]



## Unit 3, Lesson 3, Part E

### Journal Activity–My Class

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

- Provide a written description of their language class.

#### Classroom Community

#### My Class

Students should write a paragraph in their journals about:

- the name of the language they are learning
- the total number of students in the class
- the number of boys and the number of girls in the class
- the teacher's name
- the days of the week the class meets

Students should check their work for correct word use, grammar, spelling, and sentence structure.





## Subject and Verb Agreement

**They are** brushing their hair.

**Vocabulary  
Taught or  
Reviewed:**

because  
clean  
dirty  
dry  
face  
faces  
soap  
toothpaste  
wake up  
wash  
washing  
wet  
why

## Unit 3, Lesson 4, Part A

### Waking Up and Washing Up

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

- Describe the states of people, animals, or objects in terms of **clean**, **dirty**, **wet**, and **dry**.
- Apply **why** and **because** to descriptions of the reasons for actions.

**Materials:**

Lesson or magazine photos depicting **clean**, **dirty**, **wet**, and **dry**

**Jump Start**

#### Clean, Dirty, Wet, or Dry?

*Prepare Ahead:*

- Lesson or magazine photos of **clean**, **dirty**, **wet**, and **dry**.

1. Show photos one at a time.
2. Call on volunteers to use complete sentences to describe the subjects of the photos in terms of **clean**, **dirty**, **wet**, and **dry**. For example:
  - The shirt is clean.
  - Her face is dirty.
  - The horses are wet.
  - The cat is dry.



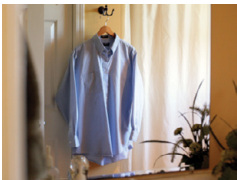
Bloom's Taxonomy: Application  
Multiple Intelligences: Visual-Spatial

**Skill Sharpener**

#### What's the Reason?

1. Write the words **why** and **because** at the top of the board.
2. Discuss, as a class, the reasons for actions in terms of **why** and **because**.  
Write word pairs such as the following on the board:
  - washing, dirty
  - wearing, cold
  - drinking, thirsty
  - eating, hungry
  - tired, sick
  - running, playing





3. Write a sample question-answer set on the board, using one of the listed word pairs.

For example:

Why are you eating two sandwiches?

I am eating two sandwiches because I am hungry.

4. Students should then write a minimum of five sets of questions and answers, using the sample for guidance.

5. After each learner reads one question-answer set aloud, collect papers and redistribute. Students should then take turns reading aloud a question-answer set from their new papers.



Bloom's Taxonomy: Application

Multiple Intelligences: Interpersonal

### Assessment

#### Changing Scenes

1. Direct students to write a four-sentence (minimum) paragraph about one of the following transitions:

from **waking up** to **sleeping** (daily activities that make someone tired at night)

from **dirty** to **clean** (washing)

from **dry** to **wet** (swimming or washing)

Students may extend the transition to include, for example, someone or something that goes from **dry** to **wet** to **dry** again.

2. Learners should also include a **because** statement in their paragraphs.

Sample passage:

It is morning and I am waking up. I eat breakfast before I play. I am playing outside at the park and I am running. It is afternoon and I am walking on the bridge after lunch.

It is evening and I am swimming inside before I eat dinner. It is night and I am reading because I am tired. I read before I sleep.

3. Students may, if time permits, illustrate their passages.

4. After each student has taken a turn reading his paragraph aloud, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of  
the Day:**  
clean



Vocabulary  
Taught or  
Reviewed:  
blanket  
brush  
brushing  
pillow  
sheet  
sheets

## Unit 3, Lesson 4, Part B

### Why and Because

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

- Apply known terms to personal grooming habits and daily routines.
- Use known terms to sell a product.

#### Materials:

Index cards  
Poster board (one sheet per group) and drawing materials  
Lesson or magazine photos of **washing**, **brushing**, and **bedroom/bathroom** items  
Download sample script **Track 5**

#### Jump Start

#### Daily Routines

*Prepare Ahead:*

- *Index cards (one per student) with phrases such as:*  
*washing my face*                      *waking up*  
*brushing my hair*                      *sleeping on my pillow*

1. Write the words **morning**, **afternoon**, **evening**, and **night** on the board.
2. Distribute one index card to each student.
3. Have each student take a turn telling the class what she is doing as she performs the action on her card. Stress the use of complete sentences. For example:  
I am washing my face in the morning and at night.  
I am brushing my hair in the morning, afternoon, evening, and at night.  
I am waking up in the morning.  
I am sleeping on my pillow at night.



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

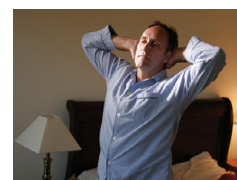
#### Being Creative

#### Clean Commercials

*Prepare Ahead:*

- *Poster board (one sheet per group) and drawing materials.*
- *Be prepared to play the audio track.*

1. Divide the class into groups of three or four students.
2. Each group should write a script for a brief television commercial (15–30 seconds) about a real or imaginary brand of soap or toothpaste. Then, the students should draw a poster advertisement for their product.





3. Students should include the following in their projects:  
 name, color, and size of the product  
 how the product tastes or smells  
 what the product cleans  
 why people should buy the product

4. Before students begin writing, play the audio of the following script as an example:  
 Announcer (to customer): Hello. Why are you buying Sink Soap?  
 Customer: I am buying big, white Sink Soap because it smells good and because my sink, cups, plates, and bowls are dirty. I am washing my sink, cups, plates, and bowls with Sink Soap. They are clean and they smell good! Are you buying Sink Soap?  
 Announcer: Yes. I am buying Sink Soap today because my sink is dirty and smells bad. I am washing my sink with big, white Sink Soap. My sink is clean and smells good!

5. Have student groups take turns performing their commercials and displaying their advertisements for the class.



Bloom's Taxonomy: Synthesis  
 Multiple Intelligences: Interpersonal

## Assessment

### Household Happenings

*Prepare Ahead:*

- Lesson or magazine photos of **washing, brushing, and bedroom/bathroom** items.

1. Write the following words on the board:  
 bathroom                      kitchen                      outside  
 bedroom                      living room
2. Have students match the item or action you describe or display to one of the listed rooms or areas. They should write, for example:  
 Pillows and blankets are in the bedroom.  
 She is brushing her horse outside.  
 Soap is in the bathroom.  
 They are washing their plates in the kitchen because the plates are dirty.

*Use a combination of verbal, written, and pictographic cues.*



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

## RAISE THE BAR

As an alternative to writing a commercial, have students read 2-3 sources (multimedia and print) about a cleanliness issue (i.e., the importance of washing your hands; the benefits of good hygiene; the problems of being too clean). In groups, have students discuss their findings by comparing the content of their sources, and then present the pros and cons of the issue.

**Word of the Day:**  
 washing

**Vocabulary  
Taught or  
Reviewed:**  
teeth  
toothbrush  
toothpaste

## Unit 3, Lesson 4, Part C

### Grooming Habits

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

- Use grooming terms to describe the adventures of fictional characters.
- Describe scenarios using **why** questions and **because** answers.

#### Materials:

Container  
Art paper  
Drawing materials  
Lesson photos of grooming items and actions  
*Course Content* or Lesson word lists (See **Unit 3 Word Lists**)

#### Jump Start

#### Where Do You Stand?

*Prepare Ahead:*

- *Slips of paper (one per student) with terms for things that can be **washed, brushed,** or **washed and brushed,** for example:*

face	horse
teeth	dog
hair	shirt
hands	socks

- *Place slips of paper in a container.*

1. Write the following sentence-starters on the board, in the designated locations:

I am washing my \_\_\_\_\_. (left side of the board)

I am washing and brushing my \_\_\_\_\_. (center of the board)

I am brushing my \_\_\_\_\_. (right side of the board)

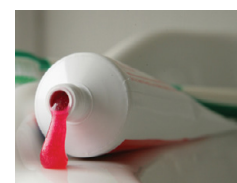
2. Students should each select a slip of paper from the container and stand by the sentence on the board that matches their term for **washing, brushing,** or **washing and brushing.**

3. Learners then take turns finishing the sentence-starter with their word.

*Monitor for correct use and have students shift, when necessary, to a sentence-starter that accurately matches their term.*



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

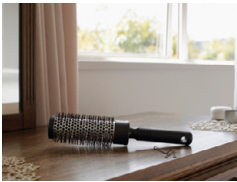




## Being Creative Grime Fighters

*Prepare Ahead:*

- *Art paper.*
- *Drawing materials.*
- *Lesson photos of grooming items and actions.*
- *Course Content or Lesson word lists.*



1. Divide the class into pairs of students.
2. Each group will write and illustrate a 4-panel (minimum) comic strip about a "grime-fighting" superhero who battles dirt with cleanliness.
3. Students should:
  - a. name their superhero, for example:  
Captain Clean  
Brush Boy  
Wonder Washer
  - b. describe at least one feature of their superhero (Brush Boy is a tall toothbrush.).
  - c. include a **why** and **because** question-answer set in their story. For example:  
Why is my hair wet?  
Your hair is wet because Captain Clean is washing your hair.  
My hair is clean and smells good. Thank you, Captain Clean!
4. Have Lesson materials (photos, *Course Content*, word lists) available for reference.
5. After each group presents its comic strip to the class, display projects in the classroom.

*As an option, students may wish to read and display their comic strips to younger learners.*



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

(Lesson continues on next page)

**Word of  
the Day:**  
soap



## Unit 3, Lesson 4, Part C (continued)

### Assessment

#### What Is the Question?

Prepare Ahead:

- Phrases that are **because** statements. For example:  
*because I am visiting my grandmother this evening*  
*because she is cooking*  
*because the sheets are clean*  
*because they are watching television*

1. Read phrases aloud, allowing time for students to write a **why** question that matches each **because** statement.

2. Sample questions:

- Why are you buying flowers?
- Why is your sister in the kitchen?
- Why do the sheets smell good?
- Why is your family in the living room?

3. Several volunteers should take turns reading one question at a time. As you provide each answer, challenge students to check the correctness of the question-answer set in the following way:

Learners should use information from the question to change the **because** phrase into a complete sentence. For example:

I am buying flowers because I am visiting my grandmother this evening.

*If a question-answer set does not match, discuss ways to correct the error (number or gender agreement, coordinated actions, cause-and-effect behaviors).*



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





## Unit 3, Lesson 4, Part D

### Review

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

- Construct a story using known terms and pictographic cues.
- Use Lesson terms to describe real-life scenes and activities.

#### Materials:

- Lesson photos
- Large sheets of paper, one per student

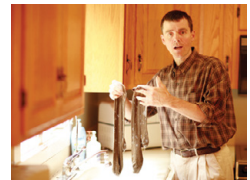
#### Classroom Community

#### In-Class Activity—Creative Writing

*Prepare Ahead:*

- Have Lesson photos available for use as story-starters.

1. Challenge students to use the first five minutes of class time to write down all the words they can remember from Unit 3, Lessons 3 and 4.
2. As students take turns reading two words at a time from their lists, generate a class word catalog by writing terms on the board.
3. Direct students to create a 2-paragraph story. They should use the class word catalog and Lesson photos as references.
4. After students read their stories aloud, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.







### Community Connection

#### Out-of-Class Activity–Welcome to My House!



1. Distribute one large sheet of paper to each student.
2. Direct students to take their papers home, draw a diagram of their house, and label each room.
3. Students should then write sentences that describe the activities they and their family members perform in the various rooms. For example:
  - My mother is washing her face. (in the bathroom)
  - My sister is sleeping. (in the bedroom)
  - I am playing with my dog. (in the living room)
  - My father is eating lunch. (in the kitchen)
4. Students should next write descriptions of each area to go along with the activities they described. For example:
  - The bathroom is yellow.
  - There are four pink pillows in the bedroom.
  - The blanket is on the chair in the living room.
  - There are five bowls and two plates on the table in the kitchen.
5. Instruct students to bring their completed assignments to the next class session. They should be prepared to share drawings and descriptions with their peers.

### RAISE THE BAR

Have students exchange diagrams and descriptions with a partner. Ask students to tell their partner what they like or dislike about living in their house and why. Their partner should then write a brief paragraph about the peer's home, based on the diagrams and descriptions. The partners should note the point of view expressed in what their peer had to say.

## Unit 3, Lesson 4, Part E

### Journal Activity–My Morning Routine

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

- Write a description of their morning rituals.

#### Real-Life Learning

#### My Morning Routine

1. After reviewing Lesson vocabulary, direct students to write words in their journals that they would use to describe their morning routines.
2. Students should then take their journals home and use as many lesson terms as possible to write a minimum of one paragraph about their morning routines. They should check their work for correct word use, grammar, spelling, and sentence structure.







## Unit 3, Lesson 4, Part F

### American Cultural Activity—A Day in the Life of an American Student

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

- Use their knowledge of American culture and the cultures of other countries to describe similarities and differences.
- Compare and contrast daily-life events across cultures.



## Connecting to Culture

### A Day in the Life of an American Student

1. Direct each student to list his routine during a typical day in the United States.
2. Students should then use the library or the Internet to perform research about the daily lives of teenagers in other countries.
3. Lead a discussion about the similarities and differences between the daily lives of teenagers in the United States and teenagers in other countries. Topics of discussion may include:

dwellings	leisure activities
household tasks	seasons
schools	jobs
4. Encourage students to share their favorite aspects of American culture and the cultures of other countries.



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal



## Unit 3, Lesson 5, Part A

### Focused Activity–Vocabulary Words on the Town

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

- Connect vocabulary words with their meanings in sentences and stories.

#### Materials:

Copies of short story, one per student (see **Appendix D**)

Download story **Track 6**

#### Extra Help

#### Vocabulary Words on the Town

1. Write story vocabulary words on the board; students should copy these terms onto their own sheets of paper.
2. Play the story aloud. Students should listen for the words on their lists and place a check mark by those that they hear. They should write down any words they don't recognize or understand, trying to spell them phonetically.
3. Distribute copies of the story to each student.
4. Learners take turns reading a checked word on their list. They will then find the story sentence that contains the word and read it aloud.
5. Discuss the meaning of the words, sentences, and story. Students should try to understand the meaning of unknown words from the context, and then look them up in a dictionary or other resource for clarification.







## Unit 3, Lesson 5, Part C

### Focused Activity–Grammar Connections

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

- Use the words **and**, **but**, and **because** appropriately to create meaningful sentences.

#### Materials:

- Long strips of card stock (for displaying sentences)
- Index cards

#### Extra Help

#### Grammar Connections

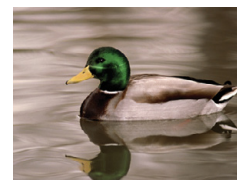
*Prepare Ahead:*

- Coordinating portions of sentences, individually written on strips of card stock. Be sure to use punctuation and capital or lowercase letters that apply to the completed sentence for extra cues. Examples include:

He has an egg,	The girl has a book,	I am wearing a sweater
he is eating it.	she is not reading it.	I am cold.

- Index cards with the words **and**, **but**, and **because**. There should be one word per card, and enough for every student to receive a card with each word.

1. Write sample sentences on the board that contain **and**, **but**, and **because**. For example:  
My grandmother has a book, and she is reading it.  
I am wearing a suit, but I am not wearing a tie.  
I am washing my hands because they are dirty.
2. Distribute **and**, **but**, and **because** cards to each student.
3. Select two volunteers to stand beside each other at the front of the class and hold two coordinating sentence strips. For example:  
I am wearing a sweater I am cold.
4. Read the two sentences aloud as a group.
5. Direct the audience members to look at their three cards; they should select the word that correctly joins the two sentences to form a meaningful compound or complex sentence.
6. Ask a volunteer to stand between her two peers with the word card she has chosen.
7. Read the resulting sentence aloud as a group: "I am wearing a sweater because I am cold."





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

- Identify specific Lesson terms in a spoken passage.

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

- Identify specific Lesson terms in a spoken passage.

Card stock or large index cards, one per student  
Drawing materials  
Download passage **Track 7**

Card stock or large index cards, one per student

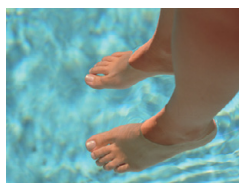
## Drawing materials

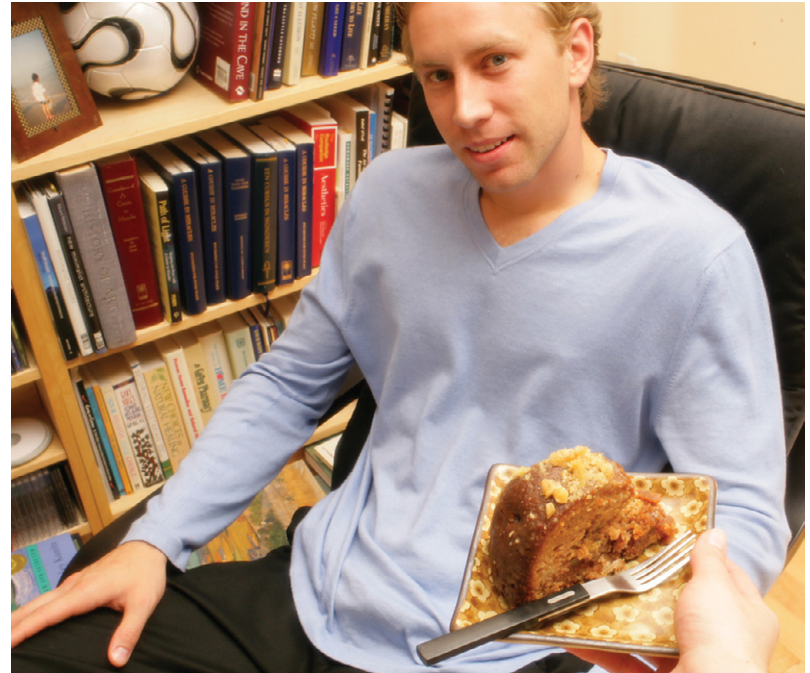
Download passage **Track 7**

1. Distribute cards and drawing materials.
2. Students have five minutes to decorate one side of the card with their names and drawings.
3. Assign two words (maximum) to each student from the passage you will play (see sample below).  
Students should write their words on the back of their name card.
4. Have each student take a turn reading her words to the group.
5. Play the passage. Students listen for their target words and hold up their name card each time the words are spoken.

Sample passage:

Good morning. Welcome to our house! I am Maria Parker, and I am standing in the kitchen. It is morning, and my family is eating breakfast. This is my husband. His name is John. He eats breakfast before he works. John works at a school and he is teaching English. This is my son. His name is Luke. He speaks English, but he is studying Chinese. This is my daughter. Her name is Carla. She speaks English, but she is studying Russian. The children are washing their plates in the sink. My husband is in the bathroom because he is washing his face and brushing his teeth. We are sitting in the living room. My husband is playing a game with my son, and I am reading a book with my daughter. We are visiting our friends this evening. Goodbye.





## Unit 4

# Shopping

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## Unit 4: Shopping

### Introduction to Unit 4

This Unit in the Rosetta Stone® program covers much of the language needed to participate in a shopping excursion. Buying, selling, and methods of payment are covered, as well as other important terms such as **too big**, **too small**, and **fits**. Also covered are common items that one finds in a variety of specialty stores, like hardware, groceries, and jewelry, and the concepts of comparing relative size, weight, and cost.

### Teaching Unit 4

Beginning in Unit 4, your students will be role-playing and working with tangible examples of concepts for which they have vocabulary. For their main project in this Unit, they will develop a virtual store. This exercise will allow students to incorporate information from their real-life world, as well as information from Lessons for pricing and merchandise.

#### Lesson 1a: Have and Need

In the first Lesson of the new Unit, students will test each other on their vocabulary skills during several rounds of the game *Hangman*. A second activity focuses on constructing sentences using **have/need** and **old/new**—plus a **because** statement. These cause-and-effect sentences are especially critical because soon students will be challenged to grasp the real-life contextual differences between **wanting** and **needing**.

#### Lesson 1b: Buying, Selling, and Shopping

Today, students will write commercials to advertise stores that sell common products. This should be an invigorating activity for both participants and audience as learners can be highly creative with the language they have learned. Encourage them to write out the complete scripts of their commercials; you may want to use them later as they begin to create virtual stores.

#### Lesson 1c: Using Landmarks to Provide Directions

This Lesson reinforces the relative location and geographic vocabulary that students have learned. Collectively, they will create a large community map showing streets as well as landmarks, such as parks and stores. Then they will give and receive directions during a role-playing exercise. This map will be used again in a Review Activity.

#### Lesson 1d: Journal Activity—Wants and Needs

This is a perfect time to discuss the often perplexing difference between wanting something and needing something. Today, students will be writing in their journals about whether they think someone wants or needs to purchase a particular item.

#### Lesson 2a: Leisure and Preferred Activities

Students will begin to engage the concepts of likes and dislikes as they conduct interviews of fellow learners about their preferences, and then report their findings to the class as a whole.

#### Lesson 2b: Quantity Comparisons and Differentiation

Today, your students will use comparative language to describe preferred activities, and will put their skills in this arena to the test during a detective game. This use of reasoning and comparison will help students focus on the way language works in a logical sequence.

#### Lesson 2c: Currency and Cost

The concepts of cost and types of currency help students learn how to distinguish relative value. In this Lesson they will establish prices for items in a catalog, then practice stating the names of the items and their prices to the class. Next, in conversations with partners, they will express their personal preferences about the catalog items, and use the terms **more** and **less** to compare costs.

#### Lesson 2d: Review

Using a list of the catalog items priced in the previous Lesson, learners will work within a budget and determine what they would buy and state their reasons for their choices. In an out-of-class activity, they will consult supermarket advertisements and create a menu, shopping list, and calculate the total cost for a healthy meal they would like to prepare for their family. This may be an ideal time to discuss types of foods that have not yet been formally introduced.

#### Lesson 2e: Journal Activity—Leisure Time

For this journal-writing assignment, students will compare their own leisure activity preferences, including relative costs, to those of a family member or friend.

#### Lesson 3a: Materials and Merchandise

In this Lesson, your students are introduced to metal, wood, and plastic, as well as to paying with cash, check, coins, and credit cards. They will get practice with the new terms and the concepts of the four payment options. You will notice that an element of the game makes this an excellent time to talk about the dangers of credit card debt.

#### Lesson 3b: Weight and Speed

Using travel brochures, the Internet, or other reference sources, learners will prepare reports on international cities, focusing on aspects that relate to the opposites represented in this Lesson's vocabulary list, including **expensive/inexpensive**, **heavier/lighter**, and **oldest/youngest**.



### Lesson 3c: Young and Old

Using vocabulary words they have learned for members of the family, students will discuss and write about an imaginary family in comparative terms, such as **old/older/oldest**, and **young/younger/youngest**. They will then move on to comparisons of the ages of class members.

### Lesson 3d: Journal Activity–Super Superlatives

At home, students will associate three animals, people, or objects with each of four adjectives and write pertinent comparative descriptions of the triad in their journals.

### Lesson 3e: International Cultural Activity–Architecture Through the Ages

Today's Lesson requires that students prepare information before the class period or have access to the library or Internet during class time. They will research the history and architecture—old and contemporary—of countries presented in previous Lessons and report their findings to the class, preferably with photos or illustrations. This assignment will likely span two class periods.

### Lesson 3f: American Cultural Activity–American Idols

Focusing on paper, metal, and wood, your class will research and write brief reports, and make presentations to their peers, about the use of these materials in an American cultural treasure or historical event.

### Lesson 4a: Comparing and Contrasting

Students now have the vocabulary and experience to compare and contrast many everyday things. Today they will practice their skills in this regard in an exercise that challenges them to make verbal comparisons on the spur of the moment. Next, a drawing and writing activity focusing on comparisons highlights learners' writing abilities and visual-spatial intelligence development.

### Lesson 4b: Size

Today's activities, including role-playing and following directions as a group, have a strong kinesthetic intelligence component. As they get up and move around, students will engage in conversations in which they practice using the terms **none** and **all** and describing clothing according to relative size, fit, and whether they want it.

### Lesson 4c: Preference

This Lesson gives students valuable practice in multiple arenas: talking about places or items being **open** or **closed**, expressing gratitude and politely replying in the course of conversations, and in properly using **want** and **need** when expressing preferences.

### Lesson 4d: Review

Your learners will use the community map developed earlier in this Unit

to set up make-shift stores within your classroom, in locations around the room that align with the stores' relative positions on the map. Students will design props to use as their wares—based on known vocabulary—and present facts about their establishment to their peers. At home, learners should visit a store and make a list of items they **have**, **want**, or **need**.

### Lesson 4e: Journal Activity–More or Less

Today, journal-writers will select an earlier entry to revise, using their up-to-date English language skills. They will also write a new entry focusing on one of three variations on the theme of wanting **more** or **less**.

### Lesson 4f: International Cultural Activity–Comparing Countries

Student groups will each research and make presentations about two countries—with an emphasis on using comparative terms to describe sizes, populations, products, natural resources, and more.

### Lesson 5a: Enrichment Activity–Monologue

Your advanced students will each write and perform a monologue from the point of view of an animal or an object. To enhance this activity and challenge students on their communication skills, have peers act out the actions being described while the monologues are being performed.

### Lesson 5b: Focused Activity–Vocabulary Shopping Spree

Learners needing extra help will continue learning through the shopping theme as they fill up a two-dimensional store with "enhanced words" derived from Unit 4 vocabulary.

### Lesson 5c: Focused Activity–Reading To-Do Lists

A prewritten to-do list serves as extra-practice reading material, and then an incomplete version of the same list allows students to fill in the blanks with different words and provides a new read-aloud challenge.

### Lesson 5d: Focused Activity–Speaking of Shopping

After listening to a dialogue about shopping, learners will practice reading the script aloud—in unison and individually. Then, using an incomplete version of the same script, give students a chance to fill in the blanks with new words and gain additional speaking practice as partners perform their new dialogue.

### Lesson 5e: Level 1 Review: Class Newsletter–Part 1

In this first of a two-part wrap-up to Level 1, your students will brainstorm in small groups about articles you assign them to write for a class newsletter. They will then prepare outlines, do research, and write first drafts.

### Lesson 5f: Level 1 Review: Class Newsletter–Part 2

Students will finish their initial drafts of the newsletter articles started in the previous Lesson, then exchange drafts with other groups that will offer editing comments. Groups will write final drafts and present their articles to the class. Ideally, the writings would be compiled into newsletter format at a later date, then distributed to class members as a keepsake.







**Vocabulary  
Taught or  
Reviewed:**

clothes  
fruit  
grocery  
hardware  
jewelry  
ladder  
meat  
money  
need  
needs  
sunglasses  
umbrella  
umbrellas  
vegetables  
want  
wants

## Unit 4, Lesson 1, Part A

### Have and Need

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

- Use **have** and **need** to correctly describe specific situations.
- Classify objects as **old** or **new** in the context of **having** and **needing** items.

#### Focus and Motivate

#### Sentence Hangman

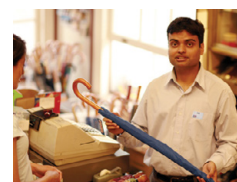
*Prepare Ahead:*

- *Two sentences with Lesson vocabulary.*

1. Divide the class into two teams of students and distribute one sentence to each team.
2. Ask someone from Team 1 to draw a dash on the board for each letter in his team's sentence, with spaces separating words (in the style of the game *Hangman*).
3. Members of Team 2 take turns guessing letters and words to fill in the blanks. Play continues until Team 2 guesses the sentence.
4. Repeat Steps 2 and 3 with teams reversing roles.



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Interpersonal



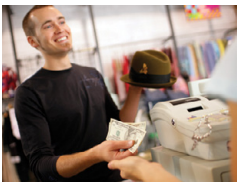




### Engage and Explore Cause and Effect



1. Write these words on the board:  
have      old      because  
need      new
2. Direct students to write a minimum of three sentences that feature **have/need** and **old/new** in a **because** statement. For example:  
I am wet because I have an old umbrella. I need a new umbrella.  
I have an old car, but I need a new car because my old car is broken.



3. Instruct students to trade papers with a partner.
4. Partners should then read sentences to the class, using appropriate form ("Ramon is wet because he has an old umbrella. He needs a new umbrella.").



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



### Assessment Word Memory

1. Students will have three minutes to write as many words as they can remember from this Lesson.
2. When time is up, create a class vocabulary list by asking students to call out terms as you write them on the board.
3. Students should then take turns speaking sentences to the class, using words from the class list. For example:  
I have new jewelry.  
He needs sunglasses.  
They are buying clothes.



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

**Word of  
the Day:**  
clothes

## Unit 4, Lesson 1, Part B

### Buying, Selling, and Shopping

#### Vocabulary Taught or Reviewed:

bakery  
bookstore  
cake  
chocolate  
glasses  
medicine  
pharmacy  
selling  
sells  
shopping  
store  
ticket  
toy  
toys

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

- Connect specialty stores with their products.
- Use shopping terms to advertise stores and products.

#### Skill Sharpener Shopping Questions

*Prepare Ahead:*

- *Questions that contain Lesson vocabulary.*

1. Generate, as a class, a list of store and product vocabulary. Display terms on the board. Be sure the words **want**, **need**, **buying**, and **selling** are on the list.
2. Ask each student a question that contains Lesson vocabulary. Learners should use the class list as a reference for their responses. For example:
  - He is shopping at the bakery. What is he buying?  
He is buying a cake.
  - What is she selling at the grocery store?  
She is selling fruit, vegetables, and meat.
  - I need medicine. Where is the pharmacy?  
The pharmacy is near the bookstore.
  - What are you buying at the hardware store?  
I am buying a new ladder.



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





## Curriculum Connection Creative Commercials

1. Divide the class into pairs of students.
2. Explain that each group will write a script for a commercial that advertises one of the following stores:
 

bakery	grocery store	bookstore
pharmacy	hardware store	jewelry store

Sample commercial:

Announcer: Is your old ladder broken? We are selling big, small, black, white, and red ladders at our hardware store.

Customer: I am shopping at the hardware store, and I am buying one new, big, red ladder and one new, small, black ladder.

3. Students may also develop commercials that advertise car-buying, bicycle-shopping, and purchasing other items.
4. Scripts should include as many product features (colors, sizes, numbers) as possible.
5. Each group should perform its commercial for the class. Have students summarize the content of each performance they hear.



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal

## Assessment Shopping Scenario

1. Direct students to write a short scenario (1-2 paragraphs) that describes a shopping trip.
2. Scenarios should include a description of the journey, who is involved, what is purchased, and why the item was needed or wanted. Students should check their work for correct word use, grammar, spelling, and sentence structure. For example:

My family needs vegetables, meat, and fruit because we are hungry. We want new books because we read after dinner. The grocery store sells vegetables, meat, and fruit, and the bookstore sells new books. My father is buying vegetables, meat, and fruit at the grocery store. My mother and brother are buying new books at the bookstore. My father and sister are cooking dinner. My family is eating vegetables, meat, and fruit. We are reading our new books after dinner.



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

## RAISE THE BAR

Have students research two different businesses (pharmacies, hardware stores, bookstores, etc.). They should write a commercial comparing and contrasting the companies, explaining why someone should shop at one company rather than the other to buy the product they need.

**Word of  
the Day:**  
selling

**Vocabulary  
Taught or  
Reviewed:**  
Elm Street  
Pine Street

## Unit 4, Lesson 1, Part C

### Using Landmarks to Provide Directions

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

- Provide and obtain directions using landmarks.
- Describe events using product, store, and landmark vocabulary.

#### Materials:

Copies of Bingo grids, one per student (see **Appendix A**)  
*Bingo* chips (or suitable substitute)  
Art paper (for a mural-size project)  
Drawing materials

#### Focus and Motivate

#### Community Bingo

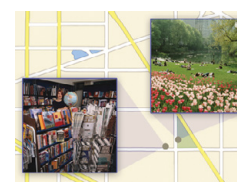
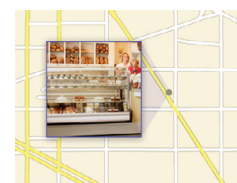
*Prepare Ahead:*

- Copies of *Bingo* grids, one per student
- Write Lesson vocabulary words on the board.

1. Distribute *Bingo* grids and chips to students. Have them cover their free space with a *Bingo* chip.
2. Students should fill in their *Bingo* grids with words from the list on the board. There should be one word per square, in any order, with no repetition.
3. Explain to students that you will call out words from the list in random order. When they hear a word that appears on their *Bingo* card, they should place a chip on top of the word.
4. Read off one word at a time, in any order, checking off (not erasing) words on the board as you go.
5. A student shouts "Bingo!" and wins the round when she has marked five words in a row (vertically, horizontally, or diagonally).
6. The winner becomes the next caller. After erasing the check marks from the previous round, he should call out a new round of words.



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







## Classroom Community Landmark Map



1. Have students work as a class to create a community map by illustrating landmarks. They should decide where to place the following:

grocery store	park
bridge	jewelry store
bakery	hardware store
pharmacy	Elm Street
bookstore	Pine Street



2. After the class map is complete, students should use landmarks when role-playing the giving and receiving of directions. For example:

Student 1: Excuse me. I want bread. Where is the bakery?

Student 2: The bakery is near the park.

Student 3: Excuse me. I need medicine. Where is the pharmacy?

Student 4: The pharmacy is on Pine Street.

3. Advise students to point to landmarks as they ask for and provide directions.



*This map will be used again in the Lesson 4.4 Review.*



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

## Assessment Community Descriptions



1. Direct students to write a five-sentence paragraph describing people, products, stores, and landmarks in their community.

2. Collect papers and evaluate for word use, grammar, and spelling.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic



**Word of  
the Day:**  
vegetables

## Unit 4, Lesson 1, Part D

### Journal Activity–Wants and Needs

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

- Provide a written description of what people **need** versus what they **want**.

#### Reflection

#### Wants and Needs

1. After reviewing Lesson vocabulary, direct students to find a photo of someone making a purchase.
2. Have learners describe, in their journals, whether or not they think the subject **wants** or **needs** the item.
3. Students should also answer this question: Why is he buying this?
4. Students should check their work for correct word use, grammar, spelling, and sentence structure.





**Vocabulary  
Taught or  
Reviewed:**

concert  
cook  
golf  
like  
likes  
movie  
not like  
oranges  
play  
playing  
soccer  
swim  
tennis  
which

## Unit 4, Lesson 2, Part A

### Leisure and Preferred Activities

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

- Describe likes and dislikes in terms of leisure activities.
- Exchange ideas about preferred activities with peers.

**Materials:**

Signage material  
"Reporter-style" spiral note pads (or other note-taking materials)  
Photos of people engaged in leisure activities, and of people showing preferences and dislikes

**Jump Start**

**Like It or Not?**

1. Place the following signs on opposite sides of the classroom:  
Yes. I like \_\_\_\_\_. No. I do not like \_\_\_\_\_.
2. Direct students to stand by the sign that reflects their answers to questions such as the following, as you ask them:  
Do you like to play tennis?  
Do you like to cook?  
Do you like to swim?  
Do you like oranges?



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







## Engage and Explore Reporting Preferences



1. Explain to students that they will be conducting interviews to learn about each other's likes and dislikes.
2. Generate, as a class, three interview questions, such as the following:  
What do you like to do?  
What do you like to eat?  
What do you not like to do?



3. Distribute note-taking materials.
4. Students should pair up for five minutes to ask each other interview questions and record answers.
5. Have learners find another partner and repeat the exercise. Remind reporters to write peers' names beside their answers.



6. Students should report their findings to the class, using their notes for reference.

*Optional activity: Students ask each other about the preferences of family members or friends, for additional practice with person, number, and gender.*



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal



## Assessment Activities and Preferences

1. Show photos of people engaged in leisure activities. Also display photos of people showing their dislike of, or preference for, something.
2. Have students respond to questions such as:  
Which sweater does she like?      What is he watching?  
What are they playing?      Does he like his dinner?



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

**Word of  
the Day:**  
soccer

**Vocabulary  
Taught or  
Reviewed:**

carrot  
carrots  
concert  
cook  
cost  
costs  
currency  
dollar  
golf  
juice  
less  
like  
likes  
more  
movie  
much  
oranges  
pounds  
run  
soccer  
tea  
tennis  
than  
which

## Unit 4, Lesson 2, Part B

### Quantity Comparisons and Differentiation

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

- Use new language to develop comparative statements.
- Draw conclusions from written and verbal cues.

**Materials:**

Strips of construction paper

**Skill Sharpener  
More or Less?**

1. Ask questions such as:  
Which costs more, a coat or a toothbrush?  
What do you like more, cake or bread?  
Which do you need less, water or a car?
2. Students' responses should include the terms **more** and **less**. Examples include:  
A coat costs more than a toothbrush. A toothbrush costs less than a coat.  
I like cake more than bread, but I need cake less than bread.  
I need a car less than I need water. I need water more than I need a car.



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

**Engage and Explore  
Student Detectives**

1. Have students write a statement about themselves using comparative language and a reason for their preference. (I like soccer more than golf because golf costs more than soccer.) Learners should not use their names on their papers.
2. Collect papers, then randomly distribute them (one per student).
3. Each learner takes a turn as the detective by coming to the front of the room and converting the comparative portion of the sentence into a question. For example, a student might say, "Which person likes soccer more than golf?"
4. Peers should raise their hands if the statement applies to them.





5. The detective then asks each student with a raised hand a clarifying question, based on the comparative statement. For example: "Why do you like soccer more than golf?"



6. Questioning continues until the detective determines that a student's answer matches the reason statement. For example: "I like soccer more than golf because golf costs more than soccer."



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal

### Assessment

#### The Family Chain



1. Have students write a series of statements that use **more** and **less** to:  
compare themselves to family members.  
compare family members to each other.

2. The object of a sentence will be the subject of the next sentence. For example:  
I run more than my mom.  
My mom sleeps less than my dad.  
My dad eats more than my brother.  
My brother likes cats more than dogs.  
My dog likes me more than my cat.



3. Challenge students to begin and end their family chains with themselves.

4. Ask volunteers to read their family chains to the class.

*If time permits, have students create their own paper chains in the following way:  
Distribute strips of construction paper and direct students to write each sentence  
on a separate strip. Learners then fasten strips together in a chain-like fashion.  
Display in the classroom.*



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



**Word of  
the Day:**  
more

## Unit 4, Lesson 2, Part C

### Currency and Cost

#### Vocabulary Taught or Reviewed:

cost  
dollars  
euros  
how much  
pounds

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

- Identify different currencies as they relate to products and cost.
- Apply terms for currency and cost to personal shopping preferences.

#### Materials:

Pages from store advertisements and shopping catalogs  
Index cards

#### Focus and Motivate Cost, Currency, and Comparisons

1. On the board, write terms for:  
five colors                      five numbers  
five Lesson nouns          currency introduced in Lessons
2. Have students write two sentences that use these terms. For example:  
The purple sunglasses cost twenty euros.  
The orange juice costs one dollar.
3. After several volunteers read their sentences aloud, ask students to use **more** or **less** in their sentences. For example:  
I like purple sunglasses more than pink sunglasses.  
I have less orange juice than my brother.
4. Students should take turns reading sentences aloud.

*If time permits, direct students to ask and answer questions using **which**, **how**, and **what**. For example:*

*Student 1: Which tie do you like more?*

*Student 2: I like the red tie more than the green tie.*

*Student 3: How much do ten carrots cost?*

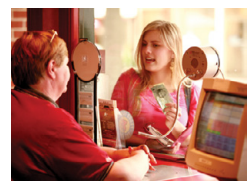
*Student 4: They cost one pound.*

*Student 5: What do you like to do?*

*Student 6: I like to play tennis, soccer, and golf.*



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







## Engage and Explore

### What Is the Cost?

*Prepare Ahead:*

- Pages from store advertisements and shopping catalogs.
- Index cards.



1. Divide the class into small groups of students.
2. Distribute index cards and several catalog pages to each group.
3. Groups should assign their own prices (in whole-number dollar amounts) to a total of 10 items and write these prices on index cards.
4. After students tape price index cards under the catalog products, they should turn in their catalog pages.
5. Shuffle and redistribute the pages to the groups.
6. Each group should then take a turn reporting prices to the class, using one of the following answer formats:  
This \_\_\_\_\_ costs \_\_\_\_\_ dollars.  
These \_\_\_\_\_ cost \_\_\_\_\_ dollars.
7. For unknown terms, students should answer in the following way: "This costs \_\_\_\_\_ dollars."

*Take this opportunity to teach unfamiliar terms, and ask students to repeat new words using an answer format from Step 6.*

*Save price sheets from this activity for the following **Assessment** activity and the Lesson 4.2 **Review**.*



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

(Lesson continues on next page)

**Word of  
the Day:**  
dollars

## Unit 4, Lesson 2, Part C (continued)

### Assessment

#### Preferences and Cost

1. Distribute price sheets from the previous **Engage and Explore** activity (one per student).
2. Direct students to write about preferred items and their costs. They should use price sheets as a reference and the terms **more** or **less** in their sentences. For example:  
I like the blue coat more than the brown coat. The blue coat costs 30 dollars and the brown coat costs 25 dollars. The brown coat costs less than the blue coat.
3. Divide the class into pairs of students; have partners read each other's papers.
4. Partners should then converse, using sentences from each other's papers as the basis for dialogues. For example:  
Student 1: Which coat do you like more?  
Student 2: I like the blue coat more than the brown coat.  
Student 1: How much do they cost?  
Student 2: The blue coat costs 30 dollars, and the brown coat costs 25 dollars.



Bloom's Taxonomy: Synthesis  
Multiple Intelligences: Interpersonal







## Unit 4, Lesson 2, Part D

### Review

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

- Discuss and decide about purchases based on price and budget.
- Plan and budget a meal.

#### Materials:

- Price sheets from Lesson 4.2c
- Mural-size paper

#### Classroom Community

#### In-Class Activity—What Would I Buy?

1. Distribute price sheets created in Lesson 4.2c.
2. Direct students to collate the item and price information from their papers onto one large sheet of paper, with items arranged alphabetically.
3. Display the master price list on the board.
4. Students should then develop a personal list of everything they want to buy from the master list.
5. Have students review their personal lists and circle the items they would buy with a budget of \$20.
6. Students should then discuss, in pairs, the items on their lists and the reasons for their choices.
7. Choose five volunteers to report on the purchases made by their partners.







## Classroom Community

### Out-of-Class Activity–Healthy Meals



1. Direct students to discuss preferred foods and healthy meal choices with family members, for the purpose of creating a menu (for one meal) for their family.
2. Students should then price food items by looking at store ads or visiting a grocery store.
3. Students will report the prices and quantities of the items they would need to purchase, as well as the total cost for the meal. Record these total costs in a list on the board.
4. After all students have reported their information, ask a volunteer to calculate the class-wide average cost.
5. Have students revise their menus based on a budget of approximately half the average amount.
6. Students should then discuss their choices.

## RAISE THE BAR

Discuss the value of healthful foods and how to increase the nutritional value of what we eat. For example, have students research the benefits of organic produce. They could then compare prices of organic and non-organic foods leading to a discussion about their value relative to costs and nutritional benefits.

## Unit 4, Lesson 2, Part E

### Journal Activity–Leisure Time

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

- Compare the relative values of preferred activities and items.

#### Reflection

#### Leisure Time

1. Have students write about their own preferred leisure activities (sports, shopping) and the activities of a family member or friend whose preferences differ from theirs.
2. Entries should include comparative statements about preferences (My brother likes soccer more than concerts.) and address relative costs (His soccer shoes cost less than a concert ticket.).
3. Students should check their work for correct word use, grammar, spelling, and sentence structure.





**Vocabulary  
Taught or  
Reviewed:**

cash  
check  
checks  
coin  
coins  
credit card  
credit cards  
expensive  
inexpensive  
made  
metal  
paper  
plastic  
wood  
wooden

## Unit 4, Lesson 3, Part A

### Materials and Merchandise

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

- Describe objects as being composed of metal, wood, plastic, or paper.
- Define a method of payment for products.
- Categorize items according to value.

**Materials:**

Copies of lists of expensive and inexpensive items and their corresponding prices (in dollar amounts), one per each pair of students (see **Appendix B**)

**Jump Start**

**What Is It Made of?**

1. Circulate around the classroom and point to various objects made of **metal, wood, paper, or plastic**.
2. Ask students to describe the items using complete sentences; for example:  
The green chair is made of metal.  
This table is made of wood.  
These small books are made of paper.  
These pens are made of plastic.
3. Students may also hold up unknown objects and use the above terms to describe them.  
For example:  
This is made of paper.  
These are made of metal.



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

**Curriculum Connection**

**Plastic, Paper, Metal**

1. Lead a class discussion to answer the following questions:  
What are coins made of?  
What are credit cards made of?  
What is cash made of?  
What are checks made of?
2. Note the fact that wood is not a payment material. Explain the expression "Don't take any wooden nickels."







3. Divide the class into pairs of students to play a variation of the *Rock, Paper, Scissors* game, using instead the words **plastic**, **paper**, **metal**.



4. Explain the rules, which are based on payment options:  
 Plastic (credit cards) beats paper (paper money), since credit cards expand the spending limit beyond what is in hand.  
 Paper beats metal (coins), since paper money is worth more than coins.  
 Metal beats plastic, because jail (with metal bars) may await those who misuse credit cards.

5. Learners should play a minimum of 10 rounds before switching partners. While playing, students should say the term for the material and present a hand gesture for each. When students tie, they should say "wood" to represent the worthless wooden nickel.



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

### Assessment Dollar Dialogues



1. Distribute a copy of the lists of items and their corresponding prices to each pair. Lists are titled **expensive** and **inexpensive** with a range of prices, from large figures to a few cents.

2. Pairs of students should write a brief dialogue about the listed items. Partners should discuss what they want to buy, how much it costs, whether it is expensive or inexpensive, and the method of payment:

coins for inexpensive purchases  
 cash if there is enough to cover the purchase  
 a check for moderate expenses  
 a credit card for large expenses



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



### RAISE THE BAR

Have students research virtual pay systems (e.g., PayPal, Bitcoin, Apple Pay). In their assessment dialogues, students' characters can compare and contrast them with traditional methods of payment (cash and credit cards), giving their reasons why they would prefer one over the other.

**Word of the Day:**  
paper

## Unit 4, Lesson 3, Part B

### Weight and Speed

#### Vocabulary Taught or Reviewed:

bigger  
biggest  
fast  
faster  
heavier  
heavy  
light  
lighter  
lightest  
old  
slow  
slower  
smaller  
smallest  
young

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

- Present information about cities, using comparative terms of cost, weight, speed, and age.
- Use comparative terms to describe a specific scene.

#### Materials:

Map of the United States

Travelogues, travel brochures, and reference materials for known cities  
(see **Engage and Explore** activity)

#### Quick-Start Review

##### State of the States

1. Display a map of the United States that shows clearly marked state boundaries.  
Point out New York, since this is a known term.
2. Model descriptions such as the following, as you point to states and say: "This is small. This is smaller. This is the smallest."
3. Direct students to make similar statements as they compare two or three states, using the terms **big/bigger/biggest** and **small/smaller/smallest**.



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

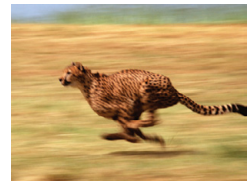
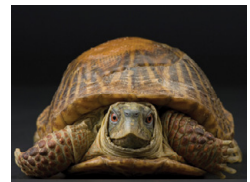
#### Engage and Explore City Scenes

*Prepare Ahead:*

- *Displays of travelogues, travel brochures, and reference materials for known cities.*

1. Divide the class into groups of three or four students.
2. Assign one of these cities to each group: **Paris, New York, Moscow, Beijing, Rome.**
3. Direct each group to use travel materials and the Internet to find something from their city that is:

expensive	fast
inexpensive	slow
heavy	old
light	young





4. Students should prepare reports about their cities, using the aforementioned terms and their comparative forms. They may also include photos or illustrations.



5. Each group then presents its findings to the class, with every member taking a turn reading a portion of the report.



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Naturalist

### Assessment Comparisons



1. Divide the class into pairs of students.
2. Direct each group to write a paragraph that uses a minimum of three of the following pairs of opposites: (Comparative forms should also be used.)

heavy/light	expensive/inexpensive
small/big	fast/slow
clean/dirty	old/young

For example:

Today is Saturday and we are shopping. The jewelry in the jewelry store is expensive, but the carrots in the grocery store are inexpensive. At the bookstore, a young man is selling books and an old woman is buying books. At the hardware store, the heavier wooden ladders are on the bigger tables, but the lighter metal ladders are on the smaller tables.



3. Have volunteers read their paragraphs and ask peers to give feedback. Collect papers and evaluate for word use, grammar, spelling, sentence structure, and use of transition words for cohesion and clarity.



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



**Word of the Day:**  
fast

**Vocabulary  
Taught or  
Reviewed:**

more  
most  
older  
oldest  
some  
young  
younger  
youngest

## Unit 4, Lesson 3, Part C

### Young and Old

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

- Compare people in terms of relative age.
- Use comparatives and superlatives to reach a conclusion about a subject's identity.

**Materials:**

Magazine photos  
Card stock

**Skill Sharpener**

**Family Members**

1. Draw proportionate stick figures on the board, labeling each as:  
daughter father  
son grandmother  
mother grandfather
2. Ask questions about the relative ages of the family members. For example:  
Which person is the oldest?  
Who is younger than the grandmother?  
How many people are older than the son?
3. Students should respond in complete sentences that use the Lesson terms **old/older/oldest** or **young/younger/youngest**. For example: "The mother, father, son, and daughter are younger than the grandmother."

*Leave stick figures on the board for the following **Being Creative** activity.*



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







## Being Creative Who Am I?

*Students should refer to the family of stick figures from the previous **Skill Sharpener** activity.*

1. Add friends, pets, and a few more sons and daughters to the family depicted on the board.
2. Assign a name and age to each subject. For example:  
grandfather: Mr. Smith, 68 years old      daughter: Eva, 11 years old  
father: Mr. Smith, 35 years old      dog: Champ, 2 years old
3. Divide the class into small groups of students.



4. Each group should select a subject and write a minimum of three sentences about this person or animal, using comparative terms in at least one of the sentences.
5. Groups should take turns presenting their descriptions to the class, without mentioning the name or age of the subject. The audience should guess identities based on the groups' descriptions. For example:

I am older than one and younger than sixty. I am not a dog.

I am Mr. Smith's child, but I am not a girl.

Answer: the father, Mr. Smith



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

## Assessment Comparative Ages

1. Divide the class into groups of three or more students.
2. Each group should write three sentences comparing their relative ages. For example:  
Li is the oldest. Mark is younger than Li, but older than Maria. Maria is the youngest.

*If time permits, direct each student to use the first person when writing a sentence that describes herself. Maria, for example, would write: I am younger than Li and Mark.*



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of  
the Day:**  
some

## Unit 4, Lesson 3, Part D

### Journal Activity–Super Superlatives

#### RAISE THE BAR

Have students write one paragraph to describe each person, animal, or object and expound on the subject by giving reasons or causes for differences in the superlative. They should use good paragraph structure with transition words and phrases for cohesion and clarity.

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

- Describe people, animals, and objects using comparative and superlative adjectives.

#### Learning for Life Super Superlatives

1. Write these words on the board:  
old            big  
young        small
2. Ask volunteers to write the comparative and superlative forms of these words on the board, beside the original terms.
3. After students write these words in their journals, they should take their journals home and describe three people, animals, or objects for each word listed. For example:  
My brother is old, but my father is older. My grandfather is the oldest man in my family.  
My cat is younger than my dog, and my horse is the youngest animal in my family.  
My radio is big. My computer is bigger. My television is the biggest.  
Her hand is small. Her finger is smaller. Her toe is the smallest.
4. Students should check their work for correct word use, grammar, spelling, and sentence structure.





## Unit 4, Lesson 3, Part E

### International Cultural Activity–Architecture Through the Ages

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

- Describe people, animals, and objects using comparative and superlative adjectives.
- Compare buildings in terms of age, and describe differences.

#### Materials:

Reference materials for architecture in known countries

#### Connecting to Culture

#### Architecture Through the Ages

1. Divide the class into small groups of students.
2. Direct each group to find photos of old and new architecture in one of the known countries:

Australia	Egypt	Japan
Brazil	France	Russia
China	Italy	United States

Allow time for students to conduct library or Internet research.
3. Students should find photos or illustrations of a variety of buildings (famous or not) from different historical eras.
4. When students present their findings, they should display the images and give as much information about the buildings as their vocabulary allows. Each presentation must include a comparison of buildings by age, with students using vocabulary such as **old/older/oldest** and **young/younger/youngest**.
5. Once presentations are finished, the class should work together to place all images in order from **oldest** to **youngest**. The activity concludes with a class discussion, as students use known vocabulary to compare buildings.



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

## Unit 4, Lesson 3, Part F

### American Cultural Activity–American Idols

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

- Present American historical items and events in the context of Lesson vocabulary.

#### Connecting to Culture

#### American Idols

1. Discuss, as a class, the differences among **paper**, **metal**, and **wood**. Use classroom items for examples of each type of material.
2. Divide the class into groups of four students.
3. Direct each group to write a three- to five-sentence paragraph that describes the use of **paper**, **metal**, or **wood** in an American historical event or item. Groups should use the library or Internet to conduct their research, and may use copies of paintings, photos, or illustrations to enhance their paragraphs.

The following are possible topics and relevant vocabulary:

#### The Statue of Liberty

metal	New York
France	woman
United States	standing

#### The Declaration of Independence

paper	men
writing	sitting
name	table

#### The Apollo Space Program

metal	far
walking	light
moon	heavy

#### Abraham Lincoln's log-cabin home

wood	reading
house	books
family	

4. After each group presents its findings to the class, lead a brief discussion to address students' comments and questions.



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







**Vocabulary  
Taught or  
Reviewed:**

colors  
different  
least  
same  
size  
sizes

## Unit 4, Lesson 4, Part A

### Comparing and Contrasting

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

- Compare and contrast attributes using the terms **same** and **different**.
- Use the terms **same** and **different** to categorize sentences and meanings.

**Materials:**

Pens of various colors, sizes, and types  
(enough for several groups to receive a minimum of 10 each)

**Quick-Start Review**

### Classroom Comparisons

1. Divide the class into groups of four students.
2. Distribute a minimum of 10 pens to each group.
3. Direct students to describe their pens, using the terms **same**, **different**, **size**, and **color**.  
Each group member should say something different about the pens. For example:  
These pens are the same color and the same size.  
These pens are the same color, but different sizes.  
These pens are the same size, but different colors.  
These pens are different colors and different sizes.
4. Circulate around the room and listen to students' descriptions.



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Naturalist

### Curriculum Connection

#### Same or Different?

1. Distribute a blank sheet of paper to each student. Direct the class to write a sentence using **more than**, **less than**, or **some**.
2. Students should then pass their papers to the left and illustrate the sentence they receive, just beneath.
3. Before students pass papers again to the left, direct them to hide their sentences from view by folding the paper over. The illustrations alone should be visible.





4. When each student receives his new paper, he should write a sentence that describes the illustration. Then he should unfold the paper and compare the original sentence with the sentence he just wrote.



5. Lead a class discussion comparing and contrasting the two sentences in terms of structure and meaning. Ask questions such as:
  - Are the sentences the same or different?
  - Does the drawing represent the first sentence?
  - Does the second sentence represent the drawing?



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



### Assessment Common Ground

1. Direct pairs of students to list common and differing attributes.

Categories to include are:

age	number of siblings
hair color	home location



2. Lists should be written in complete sentences. For example:

Our hair is the same color.

We live on different streets.

3. Groups then take turns reporting to the class.

*Optional: Keep a tally of commonalities and differences; use comparative vocabulary to discuss findings.*



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



**Word of  
the Day:**  
different

**Vocabulary  
Taught or  
Reviewed:**

all  
fit  
fits  
none  
too

## Unit 4, Lesson 4, Part B Size

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

- Demonstrate understanding of the terms **none** and **all** by following verbal directions.
- Describe clothing, using terms for size.

### Materials:

- Slips of paper with action statement that use **none**, **some**, or **all**, one per student (see **Appendix C**)
- Clothing and accessory items of different sizes (known terms only)

### Jump Start

#### All, Some, or None?

*Prepare Ahead:*

- Cut slips of paper with one sentence per slip for each student.

1. Ask five volunteers to serve as actors; have them stand at the front of the classroom. (Ideally, there should be both male and female actors. If not, have one or two students take the role of the opposite gender.)
2. Distribute a statement to each seated student.
3. Direct an audience member to read his statement. The actors should then quickly arrange themselves according to the directions. For example:  
Some of the girls are sitting, and all of the boys are standing.  
None of the students are running, but all of the students are walking.
4. If actors match the directions, the sentence-reader joins the actors and play continues. If actors do not match the directions, the audience should help the actors correct their error.



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

### Curriculum Connection Does It Fit?

*Prepare Ahead:*

- A minimum of one clothing or accessory item (known terms only) for each student.

1. Distribute one accessory or clothing item to each student.
2. Direct students to form a circle; they should be holding their object from Step 1.  
Place extra clothes and accessories in the center of the circle.







3. Each student takes a turn describing her item ("I have a green belt."), then places it in the center of the group.
4. Ask three learners to choose a new object from the center pile. They have 10 seconds to do so. Repeat Step 4 until everyone has found an item.
6. Students will then describe their objects using the terms **fit(s)**, **too small**, or **too big**. For example:  
This shoe fits.      This hat is too big.      These jeans are too small.



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

### Assessment Conversational Preferences

*Prepare Ahead:*

- *Clothing and accessory items.*

1. Divide the class into pairs of students.
2. Distribute two clothing or accessory items to each group.
3. Direct students to role-play a scene about **wanting** or **not wanting** these objects, using the terms **fit(s)**, **too small**, or **too big**. For example:  
David: Do you want this sweater?  
Natasha: No. I do not want this sweater.  
David: Why not?  
Natasha: Because it is too big. Do you want these glasses?  
David: Yes. I want these glasses.  
Natasha: Why do you want them?  
David: Because they fit.
4. After each performance, ask the class questions such as the following:  
What does David want?      Does Natasha want the sweater?  
Why does he want them?      Why not?



Bloom's Taxonomy: Application  
Multiple Intelligences: Interpersonal

**Word of  
the Day:**  
all

## Unit 4, Lesson 4, Part C

### Preference

#### Vocabulary

#### Taught or

#### Reviewed:

closed

open

you're welcome

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

- Use known terms to describe situations about objects that are **open** or **closed**.
- Obtain preferred items by asking and answering questions.

#### Materials:

Photos of items that are **open** and **closed**

Objects or photos of known terms (enough for each student to receive 3)  
and a list of these items

Paper bags

#### Quick-Start Review

#### Open or Closed?

*Prepare Ahead:*

- *Photos of objects that are **open** and **closed**.*

1. Display photos one at a time.
2. Direct students to describe photos in terms of what is **open** or **closed**. They should include a coordinating statement. For example:
  - I am cold because the window is open.
  - I need medicine, but the pharmacy is closed.
  - They are buying and selling cakes because the bakery is open.



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

#### Classroom Community

#### Asking and Receiving

*Prepare Ahead:*

- *Paper bags with three objects (enough for each student to receive one bag).*
- *Lists of objects in bags (each bag should have a corresponding list).*

1. Distribute one bag and one list to each student, ensuring that bag objects are different from list items.





2. Direct students to match their bag objects with list items by asking and answering questions using **have**, **want**, and **need**. They should also practice the newly learned phrase **You're welcome**, as they circulate around the room and converse with peers. For example:

Teresa: Do you have a coin?  
 Dan: Yes. I have a coin. Do you want it?  
 Teresa: Yes. Thank you.  
 Dan: You're welcome. I need two pens. Do you have them?  
 Teresa: No. I do not have two pens, but I have an orange. Do you want it?  
 Dan: Yes. Thank you.  
 Teresa: You're welcome.

3. Conversations should continue until everyone has matched their bag objects and list items.



Bloom's Taxonomy: Analysis  
 Multiple Intelligences: Interpersonal

### Assessment Preferred Choices

1. Direct students to write 8–10 sentences about objects or animals they **have**, **want**, **like**, and **need**.

2. Students should write **because** statements for their **want/like/need** sentences.

For example:

I want the small cake because the big cake is too expensive.  
 I like all of these flowers because they are red, yellow, and orange.  
 I need new sunglasses because my old sunglasses are too small.

3. Ask several volunteers to read their sentences to the class.

4. Collect papers and evaluate for word use, grammar, spelling, and sentence structure.



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

### RAISE THE BAR

For the assessment have students write 2–3 paragraphs setting up and defending an argument, giving reasons why they need something versus wanting it. They should use good paragraph structure with transition words and phrases for cohesion and clarity.

**Word of  
the Day:**  
open

## Unit 4, Lesson 4, Part D

### Review

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

- Work together on an ongoing project in a new language.
- Classify and contextualize common consumer items.
- Engage in self-directed learning about new and relevant terms in their target language.

#### Materials:

- Community landmark map from Lesson 4.1c
- Signage and art materials

#### Classroom Community

#### In-Class Activity—Stores in the Community

*Prepare Ahead:*

- Community landmark map from Lesson 4.1c.

1. Divide the class into small groups of students.
2. Assign each group a store that appears on the map. Students will then create stores in the classroom in relation to their locations on the map. For example, if the **pharmacy** is between the **bookstore** and **bakery** on the map, it should also appear this way in the classroom.
3. Each group should develop a sign for its store that includes its name, address, and available products.
4. Students will also design props for the items that can be bought at their stores.  
Examples include:

eggs	books	jewelry	clothes
cakes	milk	flowers	cars
umbrellas	sandwiches	fruit	toys
ladders	medicine	hats	televisions
5. Props may be 2- or 3-dimensional and should include multiple quantities of items.
6. Groups take turns presenting their stores and wares to the class.
7. Invite the audience to ask questions of the store owners.







## Unit 4, Lesson 4, Part E

### Journal Activity—More or Less

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

- Revise past journal entries for content and form.
- Provide a written description of items or habits that they want **more** of or **less** of.

#### Linking Past and Present

#### Something Old, Something New

Have students review their journals and rewrite one or two paragraphs from early entries, based on the vocabulary words and language skills they have learned since then. Students should check their work for correct word use, grammar, spelling, and sentence structure.

#### Reflection

#### More or Less

1. Direct students to write about something they have, but want **more** of. They should also describe something they do, but want to do **more** often.
2. Have students repeat Step 1, using the concept of **less**.







## Unit 4, Lesson 4, Part F

### International Cultural Activity–Comparing Countries

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

- Use relevant language to compare facts, features, and observations about countries.
- Present comparative information about countries to an audience of their peers.

#### Materials:

Reference materials for known countries

#### Connecting to Culture

#### Comparing Countries

1. Divide the class into groups of four or five students.
2. Assign two of the following countries to each group:

Australia	Egypt	Japan
Brazil	France	Russia
China	Italy	United States
3. All groups should research their countries and prepare a presentation (with photos and illustrations) focusing on facts and observations using comparative terms. They should include the following information:
  - Relative sizes and populations:
    - Russia is bigger than Italy, and Italy has fewer people than Russia.
    - Japan is smaller than Australia, but Japan has more people than Australia.
  - Currency:
    - These coins from France are smaller than these coins from Brazil.
    - These coins from Egypt are older than these coins from the United States.
  - Cuisine:
    - These vegetables from Japan and China are the same color, but different sizes.
    - Some of these cakes from Italy are white, and all of these cakes from France are white.
  - Animals:
    - This horse from Australia is running faster than this horse from the United States.
    - These cats from Italy are younger than these cats from Egypt.
  - Landmarks and natural resources:
    - These bridges in China and France are the same size, but different colors.
    - None of these trees in Russia are green, but all of these trees in Brazil are green.







Materials and products:

Some of these bowls from Australia are metal, but none of these bowls from Egypt are metal.

This old camera from France costs less than this new camera from Italy.

Daily life:

This jewelry store in Brazil is open, but this bookstore in Japan is closed.

This boy from the United States is wearing a hat that is too big, and this woman from China is wearing a hat that fits.

4. Encourage questions, comments, and discussions after each group's presentation.



Bloom's Taxonomy: Analysis  
Multiple Intelligences: Naturalist

## RAISE THE BAR

As part of the discussion after each group's presentation, have peers summarize the content, then evaluate the presentation.

## Unit 4, Lesson 5, Part A

### Enrichment Activity–Monologue

#### RAISE THE BAR

Include in the writing task instructions for students to set up different characters with whom they must interact with varying degrees of formality; for example, meeting with a child, an elderly person, an important business person, etc.

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

- Take ownership of their own learning process by choosing the topic and direction of a large project.
- Work independently outside the classroom setting.
- Meet a series of deadlines for a long-term project.

#### Stretching the Imagination

##### Monologue

*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. Challenge learners to write and perform a monologue from the point of view of an animal or object. A monologue might begin as such:

Good morning. My name is Hannah, and I am a brown and orange cat. I live at the park with my family, and today I am visiting my friend at the grocery store. This is my friend. His name is Simon, and he is a black and white dog. Simon lives at the grocery store.

2. The student should describe events from the perspective of her character; for instance, Hannah might talk about eating meat, drinking milk, watching fish swimming in the bowl, playing with toys, and washing her face. Hannah could also describe the people who come into the grocery store, the items they buy, and where they go when they leave the store (to the bakery, to the bookstore, or elsewhere).

*There should be a clear sequence to the monologue as the character introduces herself, describes her actions and the actions of others, and closes with a farewell.*

*As an option, students may work in small groups with one person performing the monologue and the others acting out the events that he describes.*





## Unit 4, Lesson 5, Part B

### Focused Activity–Vocabulary Shopping Spree

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

- Connect vocabulary words with their visual representations in the context of shopping.

#### Materials

- Unit 4 Lesson photos of shopping items
- Index cards with Unit 4 shopping vocabulary

#### Extra Help

#### Vocabulary Shopping Spree

*Prepare Ahead:*

- Unit 4 Lesson photos of shopping items.
- Index cards with Unit 4 shopping vocabulary.

1. Sketch the basic outline of an all-purpose store on the board, large enough to house 10–12 “enhanced words” (words that fill in, shade, or outline the shapes they represent).

*See Lesson 2.5b, Step 3, for a description of enhanced words.*

2. Distribute Lesson photos and vocabulary cards.
3. Students should take turns writing enhanced words on the board, inside the boundaries of the store, to stock it with Unit 4 merchandise. Examples include:

umbrella	meat
money	clothes
fruit	jewelry
vegetables	camera

Students may consider writing:

**money** in the shape of a coin or bill  
**fruit** in the shape of a banana  
**clothes** in the shape of a T-shirt  
**jewelry** in the shape of a diamond ring

4. Encourage students to indicate product size by writing enhanced words that are **small/smaller/smallest** and **big/bigger/biggest**.

5. Conclude the activity with a choral reading of all the products in the Unit 4 store.





## Unit 4, Lesson 5, Part C

### Focused Activity–Reading To-Do Lists

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

- Develop a meaningful reading passage by selecting appropriate words.

#### Materials:

Copies of My To-Do List: Version 1, one per student (see **Appendix D**)

Copies of My To-Do List: Version 2, one per student (see **Appendix E**)

#### Extra Help

#### Reading To-Do Lists

1. Distribute the following passage to each student:

My To-Do List: Version 1

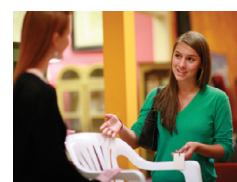
Today is Saturday. I am...

- ...visiting my grandmother in the morning.
- ...shopping at the grocery store.
- ...buying bread, meat, fruit and vegetables.
- ...paying with a check.
- ...cooking lunch.
- ...playing soccer in the afternoon.
- ...shopping at the hardware store.
- ...buying a new ladder.
- ...paying with a credit card.
- ...watching a movie in the evening.

2. Read the passage aloud as a group.

3. Ask questions about the passage, such as:

- Who are you visiting in the morning?
- Where are you buying bread, meat, fruit, and vegetables?
- When are you playing soccer?
- What are you buying at the hardware store?







4. Distribute Version 2 to each student:

## My To-Do List: Version 2

Today is \_\_\_\_\_. I am...

...visiting my \_\_\_\_\_ this morning.

...shopping at the grocery store.

...buying \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

...paying with (a) \_\_\_\_\_.

...cooking lunch.

...playing \_\_\_\_\_ this afternoon.

...shopping at the \_\_\_\_\_.

...buying (a) \_\_\_\_\_.

...paying with (a) \_\_\_\_\_.

...watching (a) \_\_\_\_\_ this evening.



5. Direct students to fill in the blanks with a new set of words, using Version 1 as a guideline.

6. Circulate around the room; ask students to read several of their new sentences to you.

7. Divide the class into pairs of students, and have partners read their passages to each other.

8. Collect papers and evaluate for word use, grammar, and spelling.





## Unit 4, Lesson 5, Part D

### Focused Activity–Speaking of Shopping

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

- Ask and answer questions, using scripts for guidance.

#### Materials:

- Copies of Version 1 script, one per student (see **Appendix F**)
- Copies of Version 2 script, one per student (see **Appendix G**)
- Download Version 1 script **Track 8**

#### Extra Help

#### Speaking of Shopping

1. Play the script as students listen. Then ask general comprehension questions such as:  
Who is shopping? What do they buy? How much does the book cost? Do they buy shoes?  
Why or why not? Play again to confirm answers.
2. Divide the class into groups of three. Then distribute the Version 1 script to students and have them read the script, each taking a role.

#### Version 1

Scene: Two friends on a shopping trip

- Friend 1: Hi, Dad. We are shopping.  
Dad: Do you need money?  
Friend 1: No. I do not need money. I have money.  
Dad: Do you need the key to our house?  
Friend 1: Yes. I need the key. Thank you.  
Friend 2: Excuse me. Where is the bookstore?  
Dad: The bookstore is near the park.  
Friend 2: Thank you.  
Dad: You're welcome.  
Friend 1: What are you buying?  
Friend 2: I am buying four pens and two books.  
Friend 1: Why do you want these pens?  
Friend 2: Because they are all different colors.  
Friend 1: How much does this book cost?  
Friend 2: It costs eleven dollars.  
Friend 2: Is this store closed?  
Friend 1: No. It is open.  
Friend 2: Which shirt do you like more?  
Friend 1: I like the red shirt more than the yellow shirt.  
Friend 2: Do you want these shoes?  
Friend 1: No. I do not want them.  
Friend 2: Why not?  
Friend 1: Because they are too big and too expensive.





3. Distribute the Version 2 script to each student:

Version 2

Scene: Two friends on a shopping trip

Friend 1: Hi, Dad. We are shopping.

Dad: Do you need money?

Friend 1: \_\_\_\_\_.

Dad: Do you need the key to our house?

Friend 1: \_\_\_\_\_. Thank you.

Friend 2: Excuse me. Where is the \_\_\_\_\_?

Dad: The \_\_\_\_\_ is near the \_\_\_\_\_.

Friend 2: Thank you.

Dad: You're welcome.

Friend 1: What are you buying?

Friend 2: I am buying \_\_\_\_\_ and \_\_\_\_\_.

Friend 1: Why do you want \_\_\_\_\_?

Friend 2: Because \_\_\_\_\_.

Friend 1: How much does this \_\_\_\_\_ cost?

Friend 2: It costs \_\_\_\_\_ dollar(s).

Friend 2: Is this store closed?

Friend 1: \_\_\_\_\_.

Friend 2: Which \_\_\_\_\_ do you like more?

Friend 1: I like the \_\_\_\_\_ more than the \_\_\_\_\_.

Friend 2: Do you want \_\_\_\_\_?

Friend 1: \_\_\_\_\_.

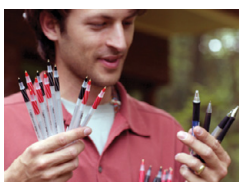
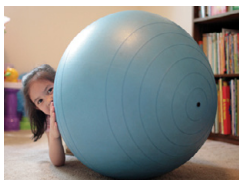
Friend 2: Why? Why not? (circle 1)

Friend 1: Because \_\_\_\_\_.

4. Direct groups to work together to fill in the blanks with new words, using Version 1 as a guideline.

5. Groups will then read new scripts to each other, taking turns in different roles.

6. Circulate around the room and listen to dialogues.



## RAISE THE BAR

Have students improvise with the script by changing the characters to require varying degrees of formality.

## Unit 4, Lesson 5, Part E

### Level 1 Review: Class Newsletter–Part 1

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

- Use language skills to research materials, outline ideas, and draft content for newsletter articles about specific topics.

#### Materials:

- Level 1 photos and word lists
- Newspapers
- Magazines

#### Classroom Community

##### Class Newsletter–Part 1

1. Inform students that they will use their Level 1 language skills to write a class newsletter.
2. Divide the class into groups of three or four students. Each group will be responsible for writing a three- to five-paragraph newsletter article.
3. Distribute copies of newspapers and magazines.
4. Direct students to spend the next 10 minutes scanning publications to familiarize themselves with content, style, layout, and format.
5. Assign article topics to each group, which may include the following:
  - Travel Tips: great places to visit
  - Food-tastic: fun, healthy meals and snacks
  - Shopping Spree: stores to visit and products to buy
  - Calendar of Events: a review of activities by day of the week and/or season
  - Look Your Best: grooming and fashion tips
  - Living Space: home improvement ideasProvide Rosetta Stone materials for resources, including Lesson photos for use as story-starters and article illustrations.
6. Each group should brainstorm ideas, develop an outline, and begin writing the first draft of its article.
7. Advise groups that they should be prepared to finish writing their drafts during the next class session (**Review** Part 2).







## Unit 4, Lesson 5, Part F

### Level 1 Review: Class Newsletter–Part 2

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

- Use language skills to draft, edit, revise, and polish newsletter articles about specific topics.

#### Materials:

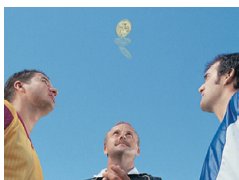
- Level 1 photos and word lists
- Newspapers
- Magazines



#### Classroom Community

#### Class Newsletter–Part 2

1. Have students return to their groups from the previous Level 1 **Review** Lesson 4.5e.
2. Each group should finish writing the first draft of its newsletter article, with members checking work for:
  - appropriate word use
  - grammar and spelling
  - sentence structure
  - flow of ideas
3. Direct groups to trade drafts and offer editing comments, based on the criteria noted in Step 2.
4. Once drafts with editing comments are returned to their home groups, members should revise accordingly and write the final version of their article.
5. After each group presents its article to the class, collect papers for assessment.
6. Combine articles into a newsletter format for students to receive at a later date.



#### RAISE THE BAR

With guidance and support from teachers and peers, have students use technology and the Internet to produce and publish the class newsletter. They should include links to and cite sources as appropriate. If possible, distribute the newsletter by email to classmates and to other students in the school. Create a blog in the publication to generate responses from peers.



# Word Lists

**English** (American) – Level 1



Education



## Unit 1 Word Lists

### Unit 1 Lesson 1

a  
are  
boy  
cook  
drink  
eat  
girl  
goodbye  
he  
hello  
is  
man  
men  
read  
run  
she  
swim  
the  
they  
woman  
women  
write

### Unit 1 Lesson 2

adult  
an  
and  
apple  
bicycle  
book  
bread  
car  
cat  
child  
children  
coffee  
do  
does  
dog  
drive  
egg  
fish  
has  
have  
horse  
milk

newspaper  
no  
not  
pen  
rice  
sandwich  
sleep  
this  
walk  
water  
what  
yes

### Unit 1 Lesson 3

am  
ball  
big  
black  
blue  
doctor  
flower  
grass  
green  
I  
it  
moon  
officer  
police  
red  
sky  
small  
student  
sun  
teacher  
we  
white  
yellow  
you

### Unit 1 Lesson 4

bed  
bowl  
buy  
cell phone  
coat  
cup  
dress  
hat  
how many  
newspaper  
one - six  
pants  
phone  
plate  
shirt  
shoes  
skirt  
table  
there is/are  
tree  
t-shirt  
wear  
who



## Unit 2 Word Lists

### Unit 2 Lesson 1

baby  
brother  
daughter  
family  
father  
friend  
her  
his  
husband  
mother  
my  
old  
our  
parents  
play  
seven - twelve  
sister  
son  
ten  
their  
these  
wife  
year  
zero

### Unit 2 Lesson 2

bathroom  
bedroom  
chair  
computer  
desktop  
dining room  
grandfather  
grandmother  
hug  
in  
kiss  
kitchen  
laptop  
listen  
living room  
love  
on  
radio  
shoe  
sink  
sit  
stand  
to  
toilet

under  
watch  
where  
window  
your

### Unit 2 Lesson 3

Beijing  
Brazil  
bridge  
China  
city  
country  
Egypt  
far  
France  
from  
hi  
Italy  
Japan  
live  
Miss  
Moscow  
Mr.  
Mrs.

Ms.

name  
near  
New York

nice to meet you  
of

Paris

park

Rome

Russia

street

United States

### Unit 2 Lesson 4

belt

blond

brown

cold

color

dad

I'm fine.

grandma

grandpa

gray

hair

hot

hungry

I'm

jeans

mom

orange

pink

purple

short

sick

socks

suit

sweater

tall

thirsty

tie

tired

we're

## Unit 3 Word Lists

### Unit 3 Lesson 1

after  
before  
belt  
but  
café  
come  
dinner  
doesn't  
don't  
good  
thirteen - twenty  
tie  
when  
write

### Unit 3 Lesson 2

bad  
day  
fall  
finger  
foot  
Friday  
game  
guest  
hand  
hotel  
Monday  
Month  
My name is  
Saturday  
smell  
spring  
summer

Sunday  
taste  
thank you  
Thursday  
today  
toe  
Tuesday  
Visit  
Wednesday  
week  
welcome  
winter  
with

### Unit 3 Lesson 3

animal  
Arabic  
Australia  
Chinese  
English  
excuse me  
he's  
horse  
person  
people  
Russian  
she's  
speak  
study  
teach  
twenty-one  
sixty  
you're

### Unit 3 Lesson 4

because  
blanket  
brush  
clean  
dirty  
dry  
face  
pillow  
sheet  
soap  
teeth  
toothbrush  
toothpaste  
towel  
wake up  
wash  
wet  
why

## Unit 4 Word Lists

### Unit 4 Lesson 1

bakery	shop
bookstore	store
break	sunglasses
cake	them
chocolate	toy
clothes	umbrella
fruit	vegetable
glasses	want
grocery store	
hardware store	
jewelry	
jewelry store	
ladder	
meat	
medicine	
money	
need	
pharmacy	
sell	

### Unit 4 Lesson 2

carrot  
concert  
cost  
dollar  
euro  
golf  
juice  
how much  
less than  
like  
more than  
movie  
orange  
pound  
soccer  
swim  
tea  
tennis  
which

### Unit 4 Lesson 3

camera  
cash  
check  
coin  
credit card  
expensive  
fast  
heavy  
inexpensive  
light  
made of  
metal  
most  
old  
paper  
pay  
plastic  
slow  
some  
wood  
young

### Unit 4 Lesson 4

all  
closed  
different  
fit  
least  
none  
open  
same  
size  
too  
you're welcome

Handwriting practice lines consisting of 25 horizontal lines.



# Samples & Handouts




**English** (American) – Level 1



Education



## Unit 1, Lesson 4, Appendix A

	AT SCHOOL	AT HOME	AROUND TOWN
			
1. There are two police officers.			
2. A man is driving a green car.			
3. The boy is drinking milk.			
4. The cat is not sleeping.			
5. The bread is on the table.			
6. The boys are running.			
7. They are eating sandwiches.			
8. The man is reading the newspaper.			
9. The girls are reading books.			
10. He is eating a green apple.			
11. They have a blue ball.			
12. The police officer is in a white car.			
13. The yellow sun is in the blue sky.			
14. The students have big books.			
15. The doctor is wearing a white coat.			
16. The teacher has a green pen.			
17. I am wearing blue pants.			
18. There are four chairs at the table.			
19. Two boys are wearing red T-shirts.			
20. The woman is talking on the phone.			

## Unit 1, Lesson 5, Appendix B

### Version 1 Script:

Speaker A: Hello. I am a doctor. Who are you?

Speaker B: I am a police officer. What are you doing?

Speaker A: I am eating .

Speaker B: What are you eating?

Speaker A: I am eating apples and sandwiches .

Speaker B: How many apples do you have?

Speaker A: I have three apples .

Speaker B: How many sandwiches do you have?

Speaker A: I have six sandwiches. What are you doing?

Speaker B: I am buying a green hat and two T-shirts .

Speaker A: What are the men doing?

Speaker B: They are running. What is the cat doing?

Speaker A: The cat is sleeping. What does the girl have?

Speaker B: She has flowers .

Speaker A: Goodbye .

Speaker B: Goodbye.

## Unit 1, Lesson 5, Appendix C

### Version 2 Script:

Speaker A: Hello. I am a \_\_\_\_\_. Who are you?

Speaker B: I am a \_\_\_\_\_. What are you doing?

Speaker A: I am \_\_\_\_\_.

Speaker B: What are you \_\_\_\_\_?

Speaker A: I am \_\_\_\_\_ and \_\_\_\_\_.

Speaker B: How many \_\_\_\_\_ do you have?

Speaker A: I have \_\_\_\_\_.

Speaker B: How many \_\_\_\_\_ do you have?

Speaker A: I have \_\_\_\_\_. What are you doing?

Speaker B: I am \_\_\_\_\_ a \_\_\_\_\_ and \_\_\_\_\_.

Speaker A: What are the \_\_\_\_\_ doing?

Speaker B: They are \_\_\_\_\_. What is the \_\_\_\_\_ doing?

Speaker A: The \_\_\_\_\_ is \_\_\_\_\_. What does the \_\_\_\_\_ have?

Speaker B: She has \_\_\_\_\_.

Speaker A: Goodbye.

Speaker B: Goodbye.



Unit 1, Lesson 5, Appendix D


## Unit 1, Lesson 5, Appendix E

Subject noun (The girl)	Verb (are drinking)	Adjective (green)	Object noun (pens)
----------------------------	------------------------	----------------------	-----------------------

the boy	is cooking	white
the parents	and	their sons
the police officer	is riding	a black
the mother	is eating	a red
they	have	three
the children	are playing	
the girl	is wearing	blue
there	are	four yellow
the adults	are driving	green
the daughters	are not sleeping	
he	is buying	two
she	is eating	a sandwich
the teacher	has	four
the man	is reading	a black
there	is	one
the woman	is	a doctor
the child	has	four
the boys	are not riding	yellow
the doctors	are wearing	white

## Unit 1, Lesson 5, Appendix E (continued)

Subject noun (The girl)	Verb (are drinking)	Adjective (green)	Object noun (pens)
----------------------------	------------------------	----------------------	-----------------------

rice	and	eggs	
are buying	two	T-shirts	
horse			
apple	and	a yellow	egg
books	and	a blue	pen
shoes	and	red	pants
plates	on the table		
and	blue	cars	
red	flowers		
keys			
and	white	newspaper	
cell phone			
and	a mother		
fish	and	a cat	
bicycles			
wcoats			

## Unit 1, Lesson 5, Appendix F

### Version 2:

There are six children. They **is/are** students. What are they doing? One boy **is/are** eating a sandwich and an apple. Two **girl/girls** are running. They have a green ball and a yellow ball. Three boys are not running. Two boys **is/are** reading newspapers and one boy **has/have** a book. He is sitting near a small yellow cat. It **is/are** sleeping.

We are not children, we are adults. We **am/are** drinking coffee. I am eating an egg. You are **a/an** doctor. You are wearing a white coat. They are police officers. They **has/have** big black cars. One police officer has a bicycle.

## Unit 2, Lesson 2, Appendix A

1. What are you doing?
2. Who is playing
3. Who is eating?
4. Who is sleeping?
5. Who is drinking?
6. Are you eating?
7. Are you sleeping?
8. Where are my keys?
9. Where are my books?
10. Where is my coat?
11. Where is my cup?
12. Where is my newspaper?
13. Is she your sister?
14. Is he your brother?
15. Is this your book?
16. Is this your ball?
17. Is this your hat?
18. How old are you?
19. How old is she?
20. How old is he?

**Include some of these words in your answers:**

watching/listening

sitting/standing

hugging/kissing

on/in/under

chair/table

house/apartment

door/window

television/radio

computer/laptop/desktop

sister/brother/friend

son/daughter/baby

grandmother/grandfather

bathroom/living room/bedroom/kitchen



## Unit 2, Lesson 2, Appendix B

1. Who is sitting in the kitchen?

---

2. Who is standing in the dining room?

---

3. Who is walking in the living room?

---

4. Who is sleeping in the bedroom?

---

5. Who is watching television?

---

6. What is on the table?

---

7. What is under the bed?

---

8. What is in the sink?

---

9. Who is in the house/apartment?

---

10. Who is in the car?

---

## Unit 2, Lesson 5, Appendix C

### Journal Entry:

Hello. My name is Sarah Wilson. I am from the United States and I speak English. I am sitting on my bed in my bedroom and writing on my laptop. My family lives in a small yellow house near a big park in New York. New York is a big city in the United States.

My mother is in the kitchen. Her name is Jill, and she is a police officer. She is tall and has red hair. She is wearing blue jeans, a white T-shirt, and a green sweater. My mother and my brother are cooking. They have six eggs in a big blue bowl. My brother is hungry and eats the bread from the yellow plate. My father is a doctor. His name is John and he is sitting on a chair in the living room. He is cold and is wearing a black sweater. He is drinking hot coffee from a white cup and reading the newspaper. My sister and I are in our pink bedroom. She is reading a book about China on her bed and listening to the radio. Her two gray and black cats are playing on my bed. They have a small orange ball and my purple sock. I love my family.

## Unit 3, Lesson 2, Appendix A

Copy and cut along the lines.

We are playing a game.

I am eating lunch with my friend.

I am visiting my grandmother at the hospital.

A guest is visiting my home.

My brother (or sister) is coming home on Thursday.

My friend and I are in a café drinking coffee. My friend is writing a text.

My sister (or brother) is working in a hotel.

We are eating in a restaurant. The food tastes bad.

My friend is buying a blue shirt.

We are smelling the flowers.

## Unit 3, Lesson 2, Appendix B

### Course Content

1. sitting in the kitchen
2. playing a game
3. eating dinner
4. playing at the park
5. listening to the radio
6. running at the park
7. writing in my living room
8. drinking coffee
9. working at a hospital
10. working at a park

Unit 3, Lesson 3, Appendix C




## Unit 3, Lesson 5, Appendix D

It's Saturday evening. I'm walking to a restaurant with my friend Gabriela. We're sitting outside because it's not cold. This is our waiter. His name is Michel. Michel works at this restaurant every day. He's from France and speaks French and English. Gabriela also speaks French, but I don't. Gabriela orders fish and rice for dinner, and I order a sandwich. It tastes good! After dinner we walk to a nearby park. We have sweaters because it's cold now. There are many children in the park. Two boys are playing with a ball, and a girl is reading a book. I'm tired now. The moon is in the sky. Good night, Gabriela!

## Unit 3, Lesson 5, Appendix E

### Script:

Ben: Good afternoon. My name is Ben Taylor. What is your name?

Lena: My name is Lena Petrova. Nice to meet you.

Ben: Nice to meet you. How are you?

Lena: I am fine.

Ben: Where are you from?

Lena: I am from Moscow, but I am visiting New York.

Ben: Welcome to the United States!

Lena: Thank you. What are you buying?

Ben: I am buying flowers.

Lena: Why are you buying flowers?

Ben: I am buying flowers because I am visiting my sister this afternoon.

Lena: Where does your sister live?

Ben: She lives near the park.

Lena: Goodbye.

Ben: Goodbye.

Unit 4, Lesson 1, Appendix A


## Unit 4, Lesson 3, Appendix B

INEXPENSIVE		EXPENSIVE	
piece of gum	\$.15	teeth cleaning at the dentist	\$175
pencil	\$.49	personalized pen	\$69
flip-flop sandals	\$20	sports shoes	\$175
bus trip from Los Angeles to New York City	\$225 (one way)	1st class airfare from Los Angeles to New York City (one way)	\$2,500
basic cable TV	\$25/month	premium cable TV	\$150/month
canoe	\$145	luxury yacht	\$2,000,000
economy Smart car	\$12,500	luxury limousine	\$600,000
dog from the Humane Society	free	Afghan hound puppy	\$2,000
1 bedroom condominium	\$75,000	luxury mansion with guest house on 10 acres overlooking the ocean	\$45,000,000
2 cheeseburgers at a fast-food restaurant	\$2.58	dinner at a four-star restaurant	\$175
1 ticket to a game for a local team.	\$5	one ticket to a championship sports event (e.g., Super Bowl)	\$20,000
hand-held fan	\$.88	central air conditioning system	\$30,000
down jacket	\$100	fur coat	\$20,000
plastic snow sled	\$40	premium snow skis	\$1,000
hang glider	\$3,000	private jet	\$52,000,000

## Unit 4, Lesson 4, Appendix C

Copy and cut along the lines.

Some of the girls are sitting, and all of the boys are standing.
None of the students are running, but all of the students are walking.
All of the boys are eating bananas, and some of the girls are drinking milk.
None of the boys or girls are laughing.
Some of the students are sleeping, but some of them are reading.
All of the girls are playing with a cat, but none of the boys are.
All of the boys are washing their faces, and the some of the girls are brushing their teeth.
All of the boys are watching a movie, and all of the girls are buying clothes.
None of the girls are standing next to the chairs, and all of the boys are sitting in chairs.
Some of the boys are holding smaller books than some of the girls.

All of the girls are paying with coins, but all of the boys are paying with checks.
Some of the girls are swimming faster than all of the boys.
All of the girls and boys are playing tennis.
Some of the girls are playing golf, but none of the boys are.
Some of the boys are eating carrots, and some of the girls are drinking juice.
None of the boys or girls are standing.
Some of the girls are closing the door, but some of the boys are opening it.
None of the girls are wearing glasses, but all of the girls are wearing hats.
All of the boys are playing soccer, and all of the girls are playing tennis.
Some of the girls have plates, and some of the boys have glasses.



## Unit 4, Lesson 5, Appendix D

### My To-Do List: Version 1

Today is Saturday. I am...

...visiting my grandmother in the morning.

...shopping at the grocery store.

...buying bread, meat, fruit and vegetables.

...paying with a check.

...cooking lunch.

...playing soccer in the afternoon.

...shopping at the hardware store.

...buying a new ladder.

...paying with a credit card.

...watching a movie in the evening.

## Unit 4, Lesson 5, Appendix E

### My To-Do List: Version 2

Today is Saturday. I am...

...visiting my \_\_\_\_\_ this morning.

...shopping at the grocery store.

...buying \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

...paying with (a) \_\_\_\_\_.

...cooking lunch.

...playing \_\_\_\_\_ this afternoon.

...shopping at the \_\_\_\_\_.

...buying (a) \_\_\_\_\_.

...paying with (a) \_\_\_\_\_.

...watching (a) \_\_\_\_\_ this evening.

## Unit 4, Lesson 5, Appendix F

### Version 1:

Scene: Two friends on a shopping trip

Friend 1: Hi, Dad. We are shopping.

Dad: Do you need money?

Friend 1: No. I do not need money. I have money.

Dad: Do you need the key to our house?

Friend 1: Yes. I need the key. Thank you.

Friend 2: Excuse me. Where is the bookstore?

Dad: The bookstore is near the park.

Friend 2: Thank you.

Dad: You're welcome.

Friend 1: What are you buying?

Friend 2: I am buying four pens and two books.

Friend 1: Why do you want these pens?

Friend 2: Because they are all different colors.

Friend 1: How much does this book cost?

Friend 2: It costs eleven dollars.

Friend 2: Is this store closed?

Friend 1: No. It is open.

Friend 2: Which shirt do you like more?

Friend 1: I like the red shirt more than the yellow shirt.

Friend 2: Do you want these shoes?

Friend 1: No. I do not want them.

Friend 2: Why not?

Friend 1: Because they are too big and too expensive.

## Unit 4, Lesson 5, Appendix G

### Version 2:

Scene: Two friends on a shopping trip

Friend 1: Hi, Dad. We are shopping.

Dad: Do you need money?

Friend 1: \_\_\_\_\_.

Dad: Do you need the key to our house?

Friend 1: \_\_\_\_\_. Thank you.

Friend 2: Excuse me. Where is the \_\_\_\_\_?

Dad: The \_\_\_\_\_ is near the \_\_\_\_\_.

Friend 2: Thank you. Dad: You're welcome.

Friend 1: What are you buying?

Friend 2: I am buying  
\_\_\_\_\_  
\_\_\_\_\_ and  
\_\_\_\_\_  
\_\_\_\_\_.

Friend 1: Why do you want  
\_\_\_\_\_  
\_\_\_\_\_?

Friend 2: Because \_\_\_\_\_.

Friend 1: How much does this \_\_\_\_\_ cost?

Friend 2: It costs \_\_\_\_\_ dollar(s).

Friend 2: Is this store closed?

Friend 1: \_\_\_\_\_.

Friend 2: Which \_\_\_\_\_ do you like more?

Friend 1: I like the \_\_\_\_\_ more than the \_\_\_\_\_.

Friend 2: Do you want \_\_\_\_\_?

Friend 1: \_\_\_\_\_.

Friend 2: Why? Why not? (circle 1)

Friend 1: Because \_\_\_\_\_.



## Education

### About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

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